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ABSTRACT

The report and evaluation of Education North (a project designed to encourage parents, community members, and teachers in small, isolated, primarily Native and Metis communities in northern Alberta to work together to meet community educational needs) is comprised of three parts. Part One presents an update of Education North activities and concerns at the provincial level and an analysis of the teacher questionnaire and parent interview data collected in May and June of 1980. The survey summary indicates that: there is a major effect associated with "more" and "less" remoteness; there is teacher dissatisfaction with student attendance and commitment and with parental involvement; and parents strongly feel that they can have very little influence on school practices. Part Two provides historical background, current activities, and future plans for the local education societies (Atikameg, Fort Chipewyan, Fort Vermillion, Lac la Biche, Little Red River, Slave Lake, and Wabasca-Desmarais). The issues section (Part Three) indicates that the previously reported imbalance between accountability and responsiveness has been eliminated. Issues listed as unresolved are: the locus of power in the relationship of school and community; the dialectics of voluntary and retained leadership; Education North as a family of strategies; community conflict; and Education North's future. (BRR)

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EDUCATION NORTH
EVALUATION PROJECT

The Second Annual Report

September, 1981

prepared by
E.J. Ingram and R.G. McIntosh

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- last, but not by any means least, Sue Shandruk, who prepared the manuscript for this report.

PREFACE

This is the second annual report of the Education North evaluation project. As noted in the first report, the evaluation project team has developed an evaluation design which reflects an interest in both internal and external aspects of the Education North project.

In its external aspect the design calls for an assessment of the degree to which the project achieves the impact called for in its statement of objectives, e.g. bringing more parents into an active, supportive relationship with schools in their communities. Such an assessment requires that a baseline description of the situation at the outset of the project be written, on the basis of which movement towards the directions stipulated in the project objectives can be measured. The baseline for the Education North evaluation project has now been established, and this is reported in Chapter III.

The internal aspect of the evaluation design directs attention inward to the human dynamics of the Education North project, in order to uncover the factors which are contributing to, or perhaps inhibiting, its success. The case studies of the local education societies which are presented in Part Two of the report, together with the issue analyses presented in Part Three are a reflection of this internal emphasis in the evaluation design. These sections of the report are updates of the material presented last year, and our plans are to present a summative review of these human dynamics in next year's final report on the Education North project.

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PART ONE

INTRODUCTION

CHAPTER ONE

THE EVALUATION PROCESS

Education North -- a project aimed at the encouragement of parents, other community members and teachers in small, isolated northern communities to work together in planning and developing activities which would better meet the needs of members of the communities, especially the school-aged children -- either directly or indirectly -- was initiated by the Government of Alberta in September, 1978.

The overall strategy selected for the project included (1) the encouragement of eligible communities to submit proposals aimed at moving toward this objective; (2) selection of the most appropriate proposals; (3) establishment of local societies to carry out the project; (4) funding of the societies created; and (5) the provision of consultative assistance to the societies.

The project, designed to be carried out over a three year period, had built into its terms of reference provisions for the internal evaluation of society activities and an external evaluation of the overall project.

The External Evaluation

Alberta Education contracted the University of Alberta to carry out an external evaluation of the Education North project. The contract provided that the University of Alberta:

a. provide consultation to the local societies with respect to the evaluation of their activities and outcomes;

b. monitor in an ongoing way the processes of Education North, both locally and centrally, and evaluate the project in terms of its explicit and implicit goals and objectives; and

c. prepare a handbook at the conclusion of the project, based on the findings of the evaluation and other relevant literature, which could be used by educators and other community development workers seeking effective ways of working in settings similar to those of concern in the Education North project.

The team responsible for conducting the evaluation consists of Drs. Ernie Ingram and Gordon McIntosh. Frank Peters is serving as Project Administrator. During the 1979-80 project year, this team was assisted by nine graduate students -- Myrna Andruko, Hank Boer, Josephine Larsback, Milton March, Sanan Prachongchit, Otto Stickel, Natt Tanyag, Lalta Kunjbehari, and Hal Thiessen. Six graduate students assisted during the 1980-81 project year -- Bev Cook, Lalta Kunjbehari, John Ovens, Dan Russell, Don Woloshyn and Janice Zielinski.

A Steering Committee consisting of Ray LaFleur (Chairman), Dr. David Carter, Ike Lawrence, Madge McRee and Dr. Harry Sherk was appointed by the Minister to advise the evaluation team and monitor its work.

Because of the nature of the project the evaluation team also developed close linkages with the Minister's Advisory Committee, the Project staff and local society leaders.

Design of the Evaluation

There are two aspects to the evaluation of Education North -- one concerns the effectiveness of implementing the strategy and the other concerns the impact of the strategy in relation to

the objectives it was designed to achieve. Both aspects can best be assessed through a careful examination of project activities and structures and the interrelationships, behaviours and attitudes of the people involved. For this reason, interview, observation and document analysis procedures have formed the core of the data gathering design.

The evaluation was designed to be conducted in five overlapping phases -- (1) Mobilization, (2) Orientation, (3) Design of Procedures and Instruments, (4) Data Collection, Consultation and Data Analysis, and (5) Reporting. During the Mobilization stage the contract was negotiated and executed, the team was formed and preparations were made to undertake the project. An Orientation phase was necessary to acquaint the evaluators with the project and the people and communities involved so that the most appropriate design for conducting the evaluation could be created. Following the orientation the Procedures and Instruments for conducting the evaluation were designed. Although data were collected from the beginning of the project most of the data gathering activities were undertaken after a design period in which procedures and instruments were developed. The Data Gathering, Consultation and Data Analysis phase constitutes the bulk of project activities and is designed to be carried out over the full life of the project. Reporting will also be done by various modes and at various times throughout the life of the project. Figure 1 (from the First Annual Report) illustrates the planned phasing of the project. As of the writing of this report all phases were on schedule.

The explicit and implicit objectives of Education North were identified through document analysis and interviews with key individuals. The data needed to assess movement toward, or achievement of, these objectives were then determined. Data sources were identified and means for collection were determined. These are all summarized in Table 1 (from the First Annual Report).

Evaluation Activities Reported in the First Annual Report

During the period September 1, 1979 to July 15, 1980 orientation activities were undertaken, specific data gathering procedures and instruments were designed, and the first annual report was prepared.

The First Annual Report, presented to the Steering Committee and the Minister's Advisory Committee in August of 1980, contained (1) a history of the development of Education North, (2) a historical case description of each of the societies, (3) an analysis of the stage of development reached by each of the societies, and (4) an identification and analysis of eight major issues which emerged during the project's first year of operation.

Evaluation Activities: July 15, 1980 to July 15, 1981

During the period July 15, 1980 to July 15, 1981, the second round of data collection, data analysis and reporting was carried out.

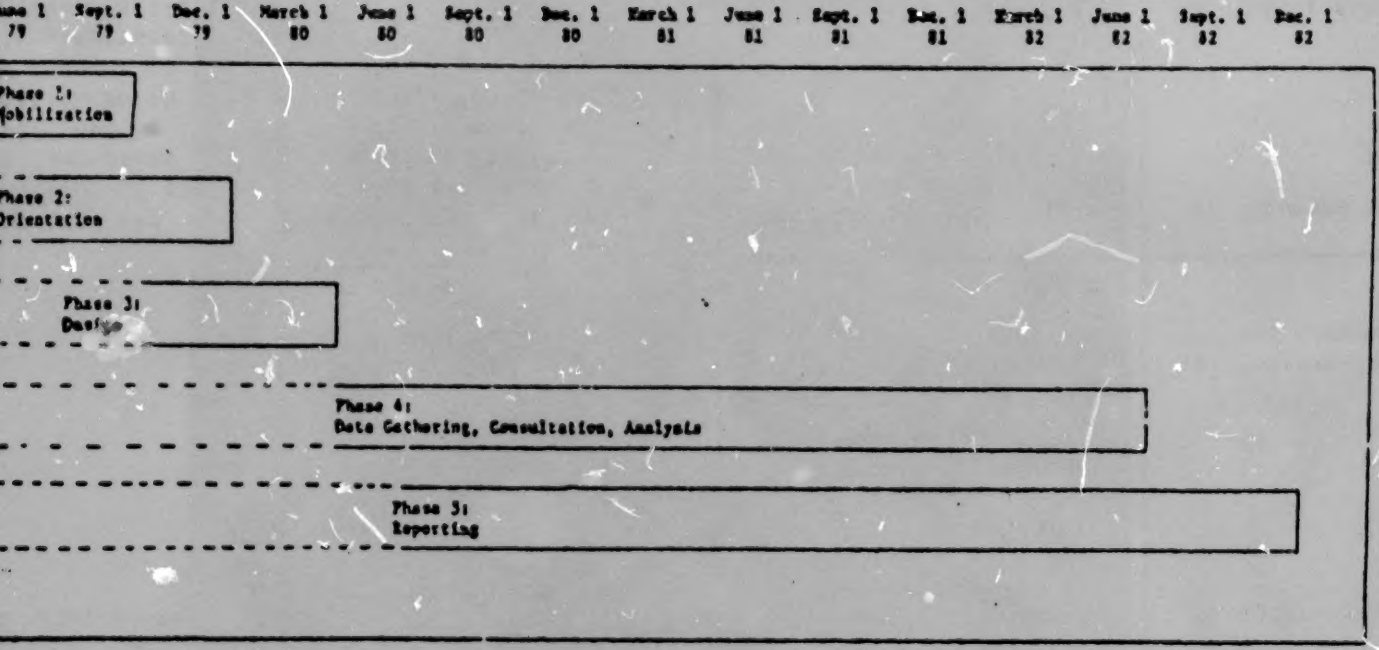

Figure 1. PHASING OF THE EVALUATION

Table 1
The Data Gathering System

Objective	Data Needs	Data Sources	Means of Collection
I Monitoring			
1. To monitor the operations of Education North with respect to its structures, functions, activities and relationships.	a) Documents, minutes, letters, etc. related to the development and operation of Education North.	a) Education North files. Relevant files in other offices.	a) Document searches.
	b) The recollections and views of involved individuals	b) Education North staff, Minister's Advisory Committee, relevant staff from Gov't departments, leaders from local societies and school systems, etc.	b) Interviews.
	c) Activities of the Project.	c) Minister's Advisory Committee, Education North staff.	c) Observations, diaries and interviews.
2. To monitor the operations of the local societies established by Education North with respect to their structures, functions, activities and relationships.	a) Documents, minutes, letters, etc. related to the development and operation of each local project	a) Education North files and the files of local societies.	a) Document searches.
	b) Recollections and views of involved individuals.	b) Education North staff, members of local societies, Minister's Advisory Committee, etc.	b) Interviews.
	c) Activities of the project.	c) Society meetings, other activities, functions, etc.	c) Observations and interviews.

Table 1
The Data Gathering System
(continued - 2)

Objectives	Data Needs	Data Sources	Means of Collection
II Evaluating			
1. To assess the structures, functions, activities, relationships and outcomes of Education North with respect to the explicit and implicit objectives of the project.	a) Objectives of Education North.	a) Data collected for I(1) above as these relate to objectives.	a) Data reports for I(1).
	b) Assessment of the projects of local societies with respect to the objectives established by Education North.	b) Data collected for II(2) below	b) Reports for II(2) below.
	c) Information on the experiences of similar projects.	c) Libraries and information banks.	c) Library searches.
	d) Information on project operations.	d) Data collected for I(1) above	d) Data reports for I(1) above.
2. To assess the structures, functions, activities, relationships and outcomes of the projects undertaken by the local societies with respect to the explicit and implicit objectives established for the projects by Education North.	a) Objectives of Education North as they relate to local projects.	a) Data collected for I(1) as they relate to objectives.	a) Data reports for I(1).
	b) Structures, functions, activities and relationships of local projects.	b) Data collected for I(2) above.	b) Data reports for I(2).
	c) Indicators of achievement or movement toward the objectives.	c) (i) Documents and records in community files.	c) (i) Document searches.
		(ii) teachers, adults, project staff, Education North staff.	(ii) Questionnaires and Interviews.

Table 1
The Data Gathering System
(continued - 3)

Objectives	Data Needs	Data Sources	Means of Collection
II Evaluating (continued)			
3. To assess the impact of the evaluation activities on the operations and outcomes of the projects of local societies and the overall project.	a) Opinions of involved individuals.	a) Project staff, Minister's Advisory Committee, steering committee, local project people, the evaluators.	a) Interviews, questionnaires.
	b) Experiences in similar projects.	b) Literature on evaluation and interventions.	b) Literature searches
III Consulting			
1. To provide consultative assistance to local societies with respect to the "internal evaluation" of their projects.	a) The objectives, structures, functions, relationships of local projects.	a) Data collected for I(2) above.	a) Data reports for I(2) above.
	b) Opinions, views, plans, resources for local evaluation.	b) Members of local societies, Education North staff.	b) Interviews, observation documents.
IV Reporting			
1. To provide informal progress reports to each meeting of the Minister's Advisory Committee for Education North.	a) Activities, plans, and outcomes of the evaluation activities relevant for the particular report.	a) Persons involved in the evaluation.	a) Reports, Interviews.

Table 1
The Data Gathering System
(continued - 4)

Objective	Data Needs	Data Sources	Means of Collection
IV Reporting (continued)			
2. To provide progress reports and seek advice from the Steering Committee established for Education North.			
3. To provide annual reports and a final report to Alberta Education.			
4. To produce a handbook based on the experiences and findings of the project evaluation, and relevant literature, to assist educators and community development workers to select effective ways of working in similar settings.	a) All data and findings for evaluation objectives I-III. b) Experiences in similar projects and opinions concerning programs similar to Education North.	a) The individuals involved in the evaluation b) Libraries and information banks.	a) All reports, interviews. b) Literature searches.

Analysis of Teacher Questionnaires and Parent Interviews. In June and July of 1980 a questionnaire was given to each teacher in the schools served by Education North societies and from five to seven parents from each school served were interviewed. The analysis of these data is presented in Chapter III of this report. This procedure for collecting and analyzing teachers' and parental opinions will be repeated in May of 1982.

Interviews with Education North Officials. The opinions, observations, and concerns of members of the Minister's Advisory Committee and Project staff were obtained through individual interviews and discussions at meetings of the Minister's Advisory Committee. See Appendix A for the type of information sought and Appendix D for a listing of the people interviewed. A start was also made on developing a "leadership profile" for each society -- that is, a list of people who provided leadership at some time during the life of the society, a description of their roles and an assessment of their impact on the society's program.

Investigation of Alternative Strategies. A major activity conducted during the project year covered by this report was an investigation of alternative strategies to the one adopted for Education North. Five of the graduate students involved in the project this year worked exclusively on this activity. The literature was reviewed, guest experts were used, papers were prepared, and seminars were conducted on a broad range of alternative strategies. This activity will continue during the 1981-82 project year, and will be reported upon fully in the final report.

Activities Planned for July 15, 1981 to October 31, 1982

The following activities are planned for the 1981-82 project year:

1. Interviews with people involved in Education North at the provincial level.

2. Visits to local societies and interviews with society leaders, principals and school superintendents.

3. Completion of the investigation into alternative strategies.

4. Updating of project histories.

5. Attending Minister's Advisory Committee and Steering Committee meetings.

6. Questionnaire survey of teachers and interviews with a sample of parents from all involved communities.

7. Completion of Leadership Profiles.

8. Final assessment of the project in terms of its objectives.

9. Preparation of the final report and guidebook.

Preparation of the Second Annual Report

This Second Annual Report was prepared during May and June of 1981. In addition to this introductory chapter it includes:

1. An update of Education North activities and concerns at the provincial level.

2. An analysis of the teacher questionnaire and parent interview data collected in May and June of 1980;

3. An update on the activities and concerns of each society;

4. An assessment of the stage of development each society had reached as of May 31, 1981;

5. An update of the issues identified in the First Annual Report and the identification of new issues.

* * *

CHAPTER TWO

EDUCATION NORTH: 1980-81

There are four sets of actors performing roles and interacting with one another in the administration and operation of Education North: (1) Alberta Education, (2) the Minister's Advisory Committee for Education North, (3) the staff of Education North (the coordinator and assistant coordinator), and (4) the Education North societies. In this chapter the roles of the first three sets of actors are discussed. In Part Two of this report, the seven local Education North societies are each considered in some detail.

Provincial Roles in the Operation of Education North

Education North is managed by Alberta Education through the Planning and Research Branch and a Minister's advisory committee. Figure 2 depicts the formal structure through which the Project is administered.

During its first two years of operations, 1978 to 1980, the provincial actors in Education North were involved in planning, developmental, monitoring and control roles. Specifically, they carried out the following types of activities: (1) planning the overall project; (2) developing operational procedures -- proposal development, setting specific objectives, administrative procedures, etc.; (3) communicating the program to eligible communities and interest groups; (4) considering proposals, (5) selecting communities and approving program plans; (6) assisting in the development of societies; (7) assisting societies in

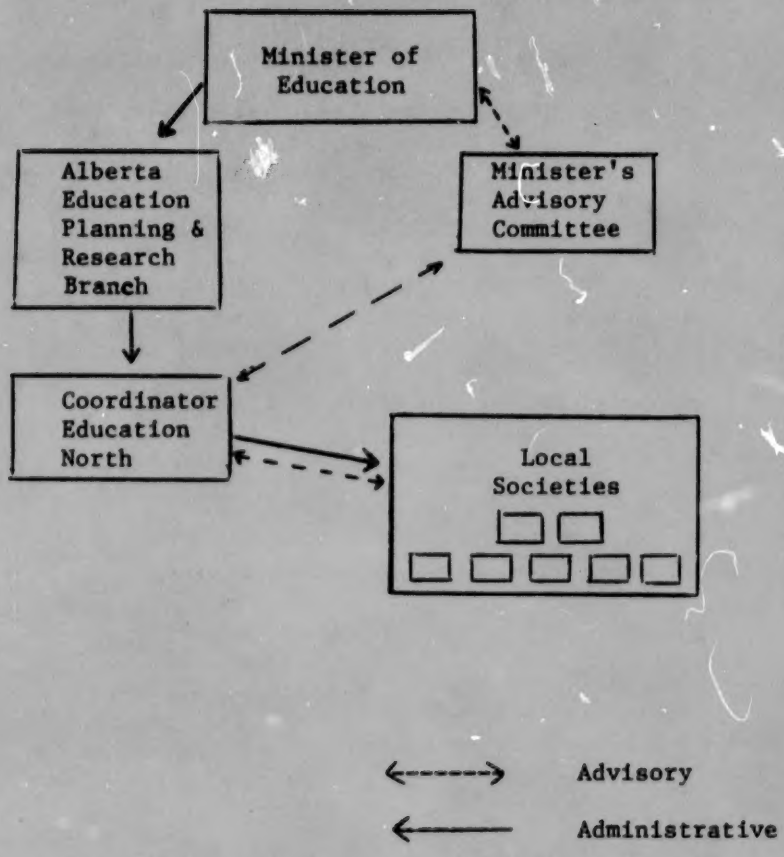

FIGURE 2.

ADMINISTRATIVE STRUCTURE OF EDUCATION NORTH

(Revised chart from Planning and Research Branch)

developing operational procedures; (8) monitoring the operation of societies, and (9) controlling and managing the finances of the project.

Generally speaking, the Minister's Advisory Committee, which is made up of representatives from the areas being served and the governmental departments cooperating in the project, acted as the governing body for the project. The Planning and Research Branch of Alberta Education monitored the project to see that it adhered to the appropriate procedures and traditions, gave consultative advice and in large measure controlled the financial operations of the societies. The coordinator of the project acted as the executive officer of the advisory committee and, along with the assistant coordinator, carried out the functions identified in the preceding paragraph, in conjunction with the advisory committee. The chairman of the Minister's Advisory Committee and other officers in Alberta Education were involved in these functions from time to time.

A significant shift in the activities and concerns of the provincial actors took place during the latter part of the 1979-1980 project year and throughout the 1980-1981 project year. Start up activities such as project approval, society formation, and establishment of operating procedures had been completed by the end of 1979 and the creation of an appropriate balance between financial accountability and local control was well on its way to solution through the adoption, in the fall of 1980, of new financial arrangements similar to those recommended in the first annual evaluation report. In general there was less provincial intervention into the affairs of societies during the 1980-1981 project year.

Greater attention was given to the facilitation of society operations. The coordinator or assistant coordinator attended most board meetings of each society and assisted them in many ways. A newsletter was established, an operational Handbook for Education North was prepared, workshops were conducted, materials were prepared and a wide range of advice, assistance and information was provided to societies. Some "trouble shooting" activities were also undertaken by the coordinator: for example, the organizational concerns in Slave Lake and the problem in Wabasca-Desmarais.

The concerns dealt with by the Minister's Advisory Committee were also different in 1980-1981 than in previous years. Only three meetings were held: the first, held August 11, 1980, considered the evaluation report; the second, on November 24, 1980, heard reports from the coordinator, the evaluators and the Lac la Biche Society and dealt with the problems the Wabasca-Desmarais Society was having in electing a Board; the third, held on March 20, 1981, heard reports from the coordinator and evaluators, dealt further with the Wabasca-Desmarais situation, considered the future of Education North, and dealt with a few operational problems. Only three major policy concerns were dealt with during the year: (1) the Wabasca-Desmarais situation, which resulted in the decision to withhold funds until a Board was elected and the Society's affairs were back in order; (2) the financial operations of societies which resulted in a new arrangement for providing funds

to the societies; and (3) the future of the Project, which resulted in a recommendation that Education North be extended for one year.

The societies, by and large, were pleased with the services received from, and the activities of, the Education North office during the 1980-1981 project year. From their point of view the decreased interventions, the increased communications and the extended consultative services were what they needed and wanted.

Organizational Issues

Several organizational concerns and issues have been identified to this point in the life of the project. One set of issues concerning the extent of provincial control over the societies, especially in financial matters, was dealt with in the First Annual Report. By and large this issue has been resolved to the satisfaction of all parties.

The second set of issues concerns the relationships among the provincial actors in Education North. Differences in perspective among the various departments involved as to the major thrust of the Project, although settled from an operational point of view, still create some debate, especially in respect to the future of the project. The role of the Advisory Committee, although it did not surface as a major issue, continues to have some elements of ambiguity. Is the Advisory Committee the policy body for the project or is it merely advisory to the Minister? The Committee has played both roles from time to time. In playing its role does the Committee report directly to the Minister or does

it report through the Planning and Research Branch? There has been and still are differences of opinion in this regard. Most members of the Committee believe it should report directly to the Minister; however, others believe it should be responsible to the Minister through the Planning and Research Branch. Having a staff member of the Branch as chairman of the Committee complicates the resolution of this issue. The method by which the Wabasca-Desmarais project was terminated illustrates this issue. The Advisory Committee operated as a policy committee up to the time the decision was made to withhold further funds from the Society until it had put its affairs in order. After a few months of little or no progress the Minister and his Department decided to terminate the Project. This was done without consultation with, or advice from, the Advisory Committee.

Related to these two issues is the reporting role of the Coordinator: does he report to the Advisory Committee or to the Planning and Research Branch? In fact he has done both. He is in some respects the Executive Officer of the Advisory Committee and in other respects an employee reporting directly to his superordinates in the Department of Education. Over the years this has caused some confusion and concern for all parties involved. There have also been differences of opinion as to whom the evaluators report -- the Minister's Advisory Committee or the Evaluation Steering Committee? The position taken by the evaluators is that they report to the Advisory Committee for purposes of information and liaison, and to the Steering Committee on policy matters.

Although these issues have caused some concern and confusion they have not had a severely debilitating effect on the Project and have largely been solved from an operational perspective. However, they should be considered very carefully in establishing any program which may develop out of the Education North experience. The final evaluation report will deal with these issues more completely.

Although, as discussed above, many organizational and relationship problems were encountered in the establishment and delivery of Education North, accommodations have been made so as to enable efficient management of the project. Those accommodations which provided for more local control and more provincial coordination and consultation services seem to have been most effective and more in line with the spirit of Education North.

* * *

CHAPTER THREE

BASELINE DATA

In an attempt to obtain information regarding the extent of community involvement with the schools in the seven areas where Education North projects were established, the evaluation team conducted structured interviews with over 100 parents, seven selected from parents' lists for each school associated with the project. (The interview schedule is attached to this report as Appendix B). In addition, all teachers and administrators in the twenty schools involved with the project were asked to complete a questionnaire. (See Appendix C.) These data were gathered in the spring of 1980.

Analysis of the Teacher Data

Tables 2 and 3 provide the mean scores for the teacher responses to all items on the questionnaire. These tables also provide the mean scores for teachers from each particular project community to each item on the questionnaire. The items reported in Table 1 were scored on a five-point scale with "1" representing a very low level of satisfaction and "5" representing a very high level. The items reported in Table 2 were scored on a three-point scale with "1" representing no involvement and "3" representing a high level of involvement.

Preliminary examination of the teacher data suggested that teachers in two of the seven project areas might have provided noticeably different answers from those in the other five. These two communities, Lac la Biche and Slave Lake, are less remote

TABLE 2

MEAN SCORES OF TEACHERS' RESPONSES ON THE QUESTIONNAIRE ITEM SCORED ON A FIVE POINT SCALE

(1 = very low; 5 = very high)

How satisfied are you with:	Total N = 203	Lac la Biche N = 95	Slave Lake N = 39	Fort Vermilion N = 18	Little Red River N = 21	Wabasca/ Desmarais N = 18	Atikameg N = 8	Fort Chipewyan N = 24
1. Your school in general....	3.6	3.6	3.6	3.4	4.0	3.8	2.4	4.5
2. The suitability if the curriculum for the needs of the students.....	3.0	3.2	3.0	2.8	2.4	2.9	2.3	4.0
3. The interest shown by the students in their school work	2.8	2.8	3.0	2.6	2.9	3.1	1.9	4.0
4. The support parents give the schools, e.g. encouragement given children to persist in their studies.....	2.3	2.5	2.6	2.3	1.7	1.8	1.4	2.5
5. The support teachers give the community.....	3.5	3.6	3.6	3.6	3.5	2.6	3.0	3.8
6. Living in this community.....	3.6	3.7	3.8	3.4	3.7	3.4	1.8	4.8
7. Your understanding of the community.....	3.6	3.7	3.6	3.5	3.8	3.1	2.6	4.3
8. Student behaviour in the school.....	3.1	3.0	2.9	3.1	4.4	3.4	2.4	3.5
9. The overall school/community relationship.....	3.0	3.1	3.1	2.8	3.6	2.5	2.3	4.0
10. Students' attendance.....	2.6	2.8	2.8	3.0	3.0	2.6	1.4	2.3
11. Students' punctuality.....	2.8	2.9	2.9	2.7	3.4	2.9	1.6	3.3
12. Students' progress in their studies.....	2.9	3.0	3.1	2.9	2.8	2.5	1.9	4.3
13. The amount of local material	2.1	2.2	2.2	1.9	2.2	1.9	1.1	2.3
14. Parents' attendance at school initiated activities.....	2.4	2.4	2.5	2.4	2.6	1.6	1.3	4.3
15. Students' initiative and motivation to do well in school.....	2.6	2.6	2.9	2.3	2.4	2.7	2.1	4.0

TABLE 3

MEAN SCORES OF TEACHERS' RESPONSE ON THE QUESTIONNAIRE
ITEMS SCORED ON A THREE POINT SCALE
(1 = not at all; 3 = often)

How often, during the past school year have you.....	Total N = 203	Lac la Biche N = 95	Slave Lake N = 39	Fort Vermilion N = 18	Little Red River N = 21	Wabasca/ Desmarais N = 18	Atikameg N = 8	Fort Chipewyan N = 4
Received phone calls from parents about school matters.	1.9	2.0	2.0	1.8	1.6	1.7	1.4	2.3
Received letters or notes from parents regarding school matters.	1.9	1.9	2.0	1.8	1.7	1.7	1.5	2.3
Had parents visit your classroom uninvited...	1.4	1.4	1.6	1.5	1.3	1.4	1.0	1.8
Discussed childrens' work with parents.	2.4	2.3	2.6	2.5	1.9	2.9	2.1	2.8
Had parents make suggestions about the school program....	1.6	1.6	1.6	1.7	1.5	1.4	1.4	1.5
Participated in community activities outside the school	2.6	2.6	2.7	2.8	2.3	2.3	2.3	2.5
Had parent volunteers assisting you in the school.....	1.6	1.5	1.7	1.8	1.6	1.4	1.4	2.0
Had parent volunteers on field trips	1.9	1.9	2.2	1.9	1.6	1.6	1.6	2.3
Received parent requests for advice on school matters	1.7	1.7	1.9	1.9	1.4	1.4	1.4	1.5
Had problems with parents on school related matters.....	1.6	1.7	1.7	1.5	1.5	1.4	1.5	1.8
Visited students' homes.....	1.7	1.7	1.6	1.6	2.1	2.1	1.4	2.0

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than the other project communities and are centred in the two largest population centres involved with the project. The data were factor analyzed and a number of factors were identified. An analysis of variance was then conducted comparing the data from these two project communities with those obtained from teachers in the other areas. Significant differences were found between the responses from the two groups of teachers on the five factors listed below. In each case, respondents from the "more remote" communities reported lower scores than those from the "less remote" communities.

The five factors were: (1) Student and Parent Commitment; (2) School and Community Relationship; (3) Understanding and Living in the Community; (4) Parent-Teacher Interaction; and (5) Parental Input.

The first of these factors includes items dealing with student attendance, punctuality and motivation to do well in school and also includes an item dealing with the support which teachers perceive the parent to be providing to the school.

The second factor includes items dealing with the involvement of the teachers in the community, the overall school-community relationship, the attendance of parents at school-initiated activities, and the amount of local material in the curriculum.

Factor Three contains two items which deal with understanding of and living in the particular community.

The fourth factor has to do with parental involvement in the school, and is composed of items dealing with parental visits to

school, discussions between teachers and parents, and parental involvement as volunteers, either on field trips or in the classroom.

The final factor, "Parental Input," contains items relating to parents contacting the school by way of notes, telephone or in person. It also includes items dealing with parents' requests for help on school matters and problems between the school and parents on school-related affairs.

The mean scores on each of these five factors for teachers in the "more" and "less" remote project communities are presented in Figure 3. The items included in Factors 1, 2 and 3 were rated on a five-point scale while those included in Factors 4 and 5 were scored on a three-point scale.

Analysis of the Parent Data

Tables 4 and 5 are compilations of the mean scores of the parental responses for all questions. The tables provide the mean scores for the total group and for the parents from each project community. The items reported in Table 4 were scored on a five-point scale with "1" representing a very low level of satisfaction, influence or involvement and "5" representing a very high level. The response categories shown in the interview schedule in Appendix C do not provide for the "five" point scale indicated above. The first twelve responses were converted to this scale by the interviewers to more accurately reflect the responses of each interviewee. The items reported in Table 5 were scored on a two-point scale with "1" representing "yes" or some involvement and "2" representing "no."

FIGURE 3

MEAN SCORES OF RESPONSES OF TEACHERS FROM "MORE" AND "LESS" REMOTE COMMUNITIES TO FIVE IDENTIFIED FACTORS.

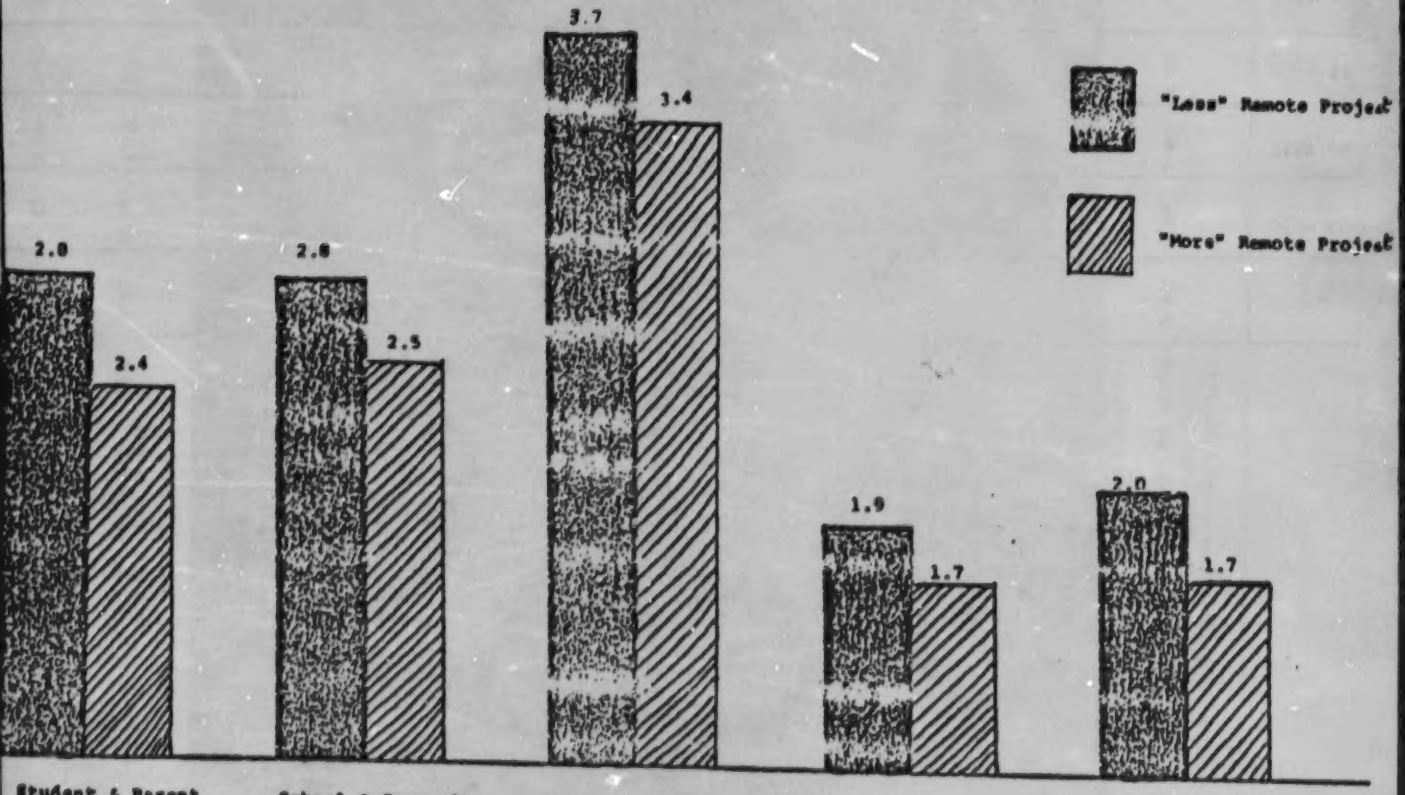


TABLE 4

MEAN SCORES OF PARENT RESPONSE TO QUESTIONNAIRE ITEMS SCORED ON A FIVE POINT SCALE
(1 = very low level of satisfaction, influence, or involvement; 5 = very high level)

	TOTAL	DIST #1	DIST #2	DIST #3	DIST #4	DIST #5	DIST #6	DIST #7
(a) Have you asked a teacher or principal for information, advice, or help?	2.67	2.26	2.44	3.00	2.00	2.08	1.86	2.42
(b) Has a teacher or principal asked you for information, advice or help?	1.90	1.83	1.89	2.56	1.90	1.92	1.86	1.57
2. Have you taken part in any school activities in the past year?	2.15	2.22	2.11	3.11	2.00	1.77	1.86	1.86
3. By and large do your children like school?	4.27	4.48	4.50	4.00	3.75	4.77	4.00	3.14
4. Do you think it's important for your children to attend and complete high school?	4.60	4.89	4.89	4.56	3.50	4.92	5.00	3.86
5. Do you think it's important for your children to attend school regularly?	4.84	5.00	4.89	5.00	4.50	5.00	5.00	3.86
6. During the past year have you had occasion to disagree with either a teacher or the school?	1.84	2.07	1.94	1.56	1.00	1.77	2.71	1.86
7. Are you satisfied with what your children study in school?	4.09	4.44	4.33	3.67	3.80	4.08	3.57	2.71
8. To what extent should the school program emphasize the cultures and characteristics of the local community?	3.12	2.96	2.88	2.56	3.95	3.15	3.00	3.29
9. To what extent do you feel you can influence what goes on in the school?	2.41	2.57	1.94	3.56	2.45	2.08	1.57	2.14
10. Do you feel that your children are treated well by the school staff?	4.63	4.74	4.89	4.67	4.60	4.69	3.29	4.29
11. Do you feel that the teachers understand your community and its needs?	3.33	3.63	4.00	2.00	3.85	2.69	2.00	2.29
12. Do you think there is a good relationship between the school and the community?	3.39	3.53	3.28	2.67	4.10	3.08	3.00	2.43

TABLE 5

MEAN SCORES OF PARENT RESPONSES TO QUESTIONNAIRE ITEMS
SCORED ON A TWO POINT SCALE

(1 = Yes or Some involvement; 2 = No)

		TOTAL	DIST #1	DIST #2	DIST #3	DIST #4	DIST #5	DIST #6	DIST #7
13.	Would you like to know your child's teachers better?	1.43	1.43	1.33	1.89	1.40	1.38	1.57	1.14
14.	Do you take part in community activities?	1.41	1.30	1.33	1.11	1.80	1.46	1.43	1.71
15.	Do you belong to any community organizations?	1.49	1.33	1.50	1.00	2.00	1.62	1.71	1.43
16.	Do you hold any executive position in any of these organizations?	1.65	1.56	1.61	1.22	2.00	1.77	1.86	1.57
17.	Have you started or organized any community activity or project?	1.75	1.67	1.83	1.44	2.00	1.69	1.86	1.86

In examining the responses from the parent interviews and teacher questionnaires it was considered appropriate to match items where possible. Similar questions were asked of both groups of respondents in five areas. The specific questions and the mean scores for both teachers and parents are given in Table 6.

It appears that teachers are more critical than parents of the relevance of the curriculum. On the other hand they perceive themselves to have a better understanding of the community they work in than the parents living in the community believe they have. Parents appear to be more satisfied with the relationship between the school and the community, but both groups indicate that parental involvement in school-initiated activities is extremely low. The final item for comparison is ranked very low by both groups, even taking into account that the teachers' responses to the item on the questionnaire were scored on a three-point scale. Indeed on this three-point scale, 87.7 percent of the respondents marked 1 or 2, answering "never" or "rarely" to the question.

Comparison of Responses of Native and Non-Native Parents

An analysis of variance was conducted on the data received from Native and non-Native parents. Figure 4 provides a graphic description of the responses to six items where the difference between the two groups was significant at the .01 level.

In addition there were four items where the difference was

TABLE 6

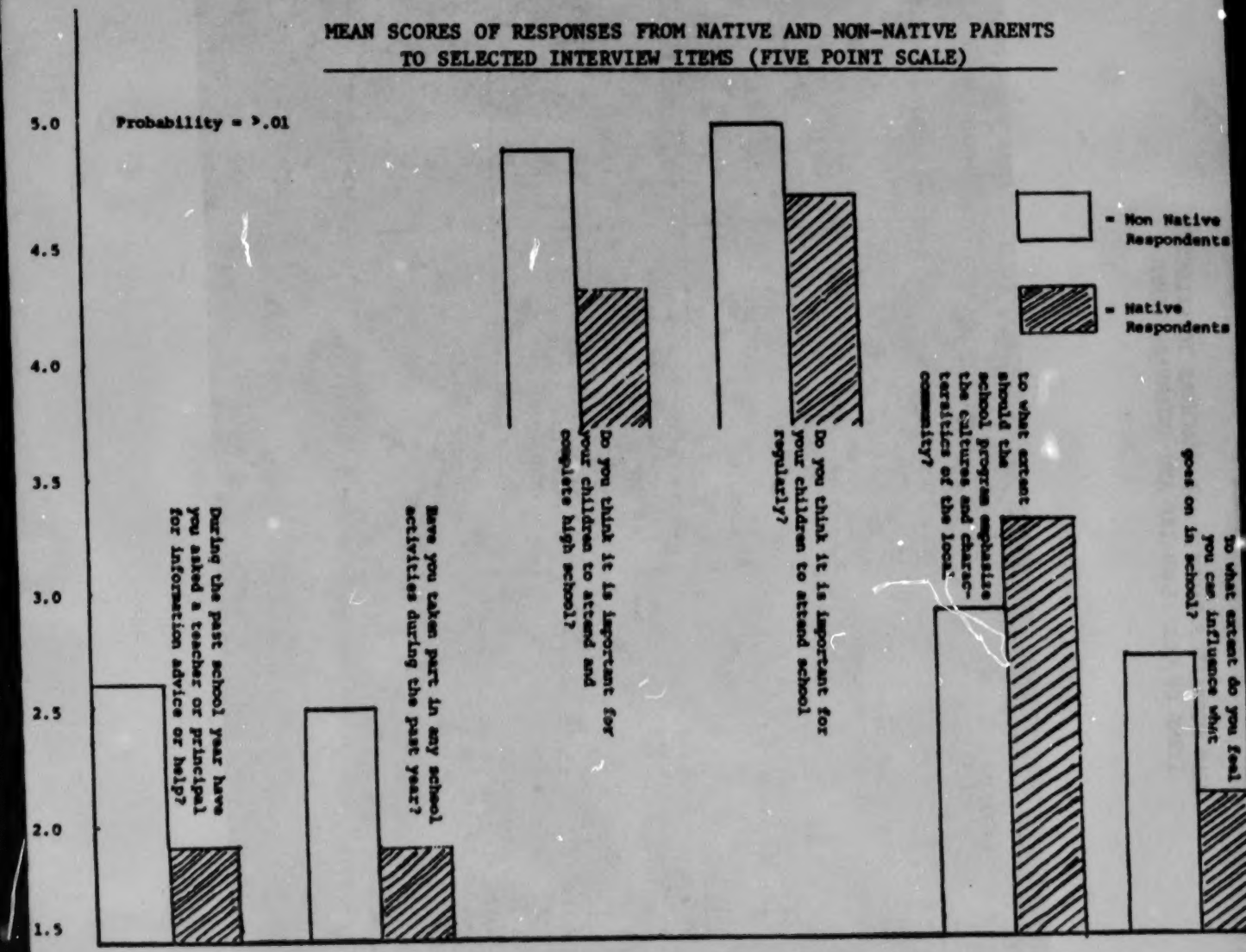
MEAN SCORES OF PARENTS AND TEACHERS TO SELECTED ITEMS ON QUESTIONNAIRE AND INTERVIEW FORMS

PARENT INTERVIEW QUESTION (N = 128)	TEACHER QUESTIONNAIRE ITEMS (N = 203)	PROBABILITY
Are you satisfied with what your children study in school? $\bar{X}$ = 4.09	How satisfied are you with the suitability of the curriculum? $\bar{X}$ = 3.0	p>.00
Do you feel your teachers understand the community and its needs? $\bar{X}$ = 3.3	How satisfied are you with your understanding of the community? $\bar{X}$ = 3.6	p>.10
Do you think there is a good relationship between the school and the community? $\bar{X}$ = 3.4	How satisfied are you with the overall school-community relationship? $\bar{X}$ = 3.0	p>.00
Have you taken part in any school initiated activities in the past year? $\bar{X}$ = 2.1	How satisfied are you with parents' attendance at school initiated activities? $\bar{X}$ = 2.4	p>.09
During the past school year have you asked a principal for information, advice or help? $\bar{X}$ = 2.3	How frequently, during the present school year, have you received parent requests for advice on school matters? $\bar{X}$ = 1.7	*

* As scales were not the same comparison was not carried out.

FIGURE 4

MEAN SCORES OF RESPONSES FROM NATIVE AND NON-NATIVE PARENTS TO SELECTED INTERVIEW ITEMS (FIVE POINT SCALE)


5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
Probability = >.01
= Non Native Respondents
= Native Respondents
During the past school year have you asked a teacher or principal for information advice or help?
Have you taken part in any school activities during the past year?
Do you think it is important for your children to attend and complete high school?
Do you think it is important for your children to attend school regularly?
To what extent should the school program emphasize the cultures and characteristics of the local community?
To what extent do you feel you can influence what goes on in school?

significant at the .05 level and these are listed below. In each of these four cases the non-Native scores were higher. Interpretation of these findings suggests, in relation to the latter three items, a greater degree of satisfaction on the part of the non-Native interviewees; and, in relation to the first item, a greater willingness on the part of non-Natives to confront school staff members when a disagreement arises.

1. During the past year have you had occasion to disagree with either a teacher or the school?

2. Do you feel that your children are treated well by the school staff?

3. Do you feel that your teachers understand your community and its needs?

4. Do you think there is a good relationship between the school and the community?

In response to two additional questions, "Do you take part in community activities?" and "Do you belong to any community organizations?" a significantly higher number of non-Native parents responded "yes" than did Native parents. In both cases the difference was significant at the .01 level.

Items with the Lowest Rankings

Table 7 presents the five items ranked lowest by the parents. Taken together, these data appear to indicate that parents did not participate very much in the affairs of the school nor was their assistance sought by school officials. Parents also perceive that they can have very little influence on school affairs.

TABLE 7

QUESTIONS RECEIVING LOWEST RANKING (five-point scale)

BY ALL PARENTS (N=128)

Question	$\bar{X}$
During the past year have you had occasion to disagree with either a teacher or the school?	1.8
During the past school year has the principal asked you for information, advice or help?	1.9
Have you taken part in any school activities during the past year?	2.1
During the past year have you asked a teacher or principal for information, advice or help?	2.3
To what extent do you feel you can influence what goes on in school?	2.4

While the first item in this table could be interpreted in a positive manner to signify parent contentment it might also indicate an element of non-involvement on the part of the parents with the schools.

Table 8 provides a listing of the eight items ranked lowest by all teachers. All of these average scores from the teacher respondents fall below the midpoint of the scale.

TABLE 8

QUESTIONS RECEIVING LOWEST RANKING
(FIVE POINT SCALE) BY ALL TEACHERS (N=203)

Question	$\bar{X}$
How satisfied are you with...	
the amount of local materials in the curriculum	2.1
the support parents give the schools	2.3
parents' attendance at school initiated activities	2.4
students' attendance	2.6
students initiative and motivation to do well in school	2.6
students' punctuality	2.7
the interest shown by students in their school work	2.8
students' progress in their studies	2.9

Twelve items on the teachers' questionnaire were scored on a three-point scale of "not at all", "rarely", and "often". Ten of

these items received mean scores of less than two. The four items receiving the lowest rankings are listed below:

"How frequently during the present school year have you...

1. had parents visit your classroom uninvited? (X = 1.4)

2. had parents make suggestions about the school program? (X = 1.6)

3. had parent volunteers assisting you in the school? (X = 1.6)

4. had problems with parents on school related matters?" (X = 1.6)

Summary

The overall picture which emerges from an examination of these data may be summarized as follows. First of all, there are effects associated with the nature of the community -- the effects of "more" and "less" remoteness. Teachers in the more remote communities perceive the parents and students as less committed to school, see the overall school-comunity relationship as being weaker, consider that they understand the community less well than do their counterparts in the less remote communities and interact with parents much less often than do their less remote colleagues.

Comparable statements can be made regarding the parental data. Native parents don't appear to place the same value on the schooling which is being provided as do their non-Native counterparts. They see the relationship between the school and

the community as weaker; consider that their teachers understand their communities less well; initiate fewer interactions with school personnel, and feel they have significantly less influence over school affairs than do the non-Native parents.

We should not stop, however, with the comparative data. There is an overall dissatisfaction on the part of the teachers involved in the project with the students' attendance and commitment and with parental involvement. Similarly, data from parents, while indicating significant differences between native and non-Native views in many areas, suggest that there is little parental involvement in the schools, and furthermore, there is a strong feeling among the parents that they can have very little influence on what goes on in the school.

The 1980 survey reported above will be replicated in 1982. The two sets of results will be compared in an attempt to assess the effect the Education North projects might have had on parent and teacher opinion and attitudes about community involvement and school community relations.

* * *

PART TWO

THE LOCAL EDUCATION SOCIETIES, 1980 - 1981

PART TWO

THE OPERATIONS OF THE LOCAL SOCIETIES, 1980-1981

In the chapters which follow, case studies of the operations of each of the seven local Education North societies active during the 1980-1981 project year are presented. The locations of these seven societies are shown in Figure 5.

The following format is used for presentation of the case studies:

i. In a background section, selected community and school characteristics are discussed to provide a context for the material specifically pertaining to the activities of the local Education North society.

ii. The status of the society at the conclusion of the last reporting period (June 1980) is described.

iii. Significant organizational events affecting society operations during the 1980-1981 reporting period are outlined in the third section.

iv. The society's 1980-1981 program of activities is described, with an emphasis on the nature and degree of community involvement.

v. In the concluding section, key points are reviewed and prospects for the next year are presented.

Figure 5

The Education North Communities

CHAPTER IV

THE ATIKAMEG EDUCATION NORTH SOCIETY

Background

Atikameg is located on a gravelled secondary road approximately 100 kilometers northeast of High Prairie and 500 kilometers northwest of Edmonton. The regional population of fewer than one thousand persons is almost exclusively status Indian and Metis. Employment opportunities are very limited; unemployment is a fact of life for most of the adult population; and alcoholism, vandalism, and violent crime are matters of intense concern to community members.

There is one school in the community, under the administration of Northland School Division, which offers instruction up to the junior high school level. Rapid staff turnover has been a problem at the school in recent years.

The Atikameg project was the last to be initiated by the provincial Education North office. Although an earlier initiative had been taken by Fred Dumont, the first Education North provincial coordinator, this had lapsed and so the beginnings of the Atikameg story can be traced to the September, 1979 visit by Janice Dean, the assistant coordinator in the provincial office.

After schools had opened in the autumn, Mrs. Dean visited the principals at Gift Lake, Atikameg, and Red Earth, all of whom were newly appointed, to stimulate interest in the Education North project. Of the three principals, the most enthusiastic at the outset was Carl Christiansen at Gift Lake. He worked with Charlie L'Hirondelle, now a member of the Minister's Advisory

Committee, to organize a community meeting at which the Education North idea could be tested. Some interest was shown at the meeting; a subcommittee of parents was appointed to write a proposal but nothing further happened, as a consequence of which Mr. Christiansen reported that there was not enough interest to proceed.

The principal at Red Earth said that he didn't have the time to pursue the project himself but said that he would raise it with the Parent-Teacher Association. There was no further communication from Red Earth.

Lloyd Muir, the principal at Atikameg, was also new to the area. After discussing the idea with Tommy Oar, the president of the Parent-Teacher Association, Muir organized a community meeting by sending notes home with the school children. About fifteen people, including both parents and teachers, responded to the invitation, expressed interest in Education North when the project idea was presented to them by Janice Dean, and appointed a committee to prepare a proposal for submission to the Minister's Advisory Committee.

Lloyd Muir, Irene Nahachick (a school aide), Dan Cushing (a teacher), Tommy Oar, and Marina Thunder (a teacher's aide) worked with Mrs. Dean to prepare the proposal which was approved in principle by the Minister's Advisory Committee in late autumn.

At a community meeting in January, with some 15-20 people in attendance, the officers of the Society were elected: Stan Dodman - president, Dan Laboucan - vice president, Penny Poitras - secretary, Rick Poitras, Mabel and Russell Grey, and Marina Thunder.

The Society set to work on registering with the Societies Branch and preparing its Schedule A in anticipation of funding and active program operations. Registration procedures and the Schedule A were successfully completed by spring.

The Society in June, 1980

A staff crisis in the Atikameg school just before Easter, 1980 effectively put an end to efforts at implementing a program. A condition of severely strained staff relations had been developing in Atikameg throughout the autumn and winter. A specific event triggered an open confrontation within the staff, into which the community was drawn when a group of teachers sought community support.

The results of the event were several: (a) a number of teachers would not be returning to Atikameg in the autumn, including Stan Dodman, Rick Poitras, and Dan Cushing, as a result of which (b) the Education North Society was badly hurt, and (c) community relations were negatively affected as well.

Not only were three members of the Society's board lost as a result of the incident in the school but for unrelated reasons Dan Laboucan had become inactive in the Society and Marina Thunder was expressing an intention to leave the community. On top of these losses, the principal of Atikameg School, Lloyd Muir, decided to take a teaching position elsewhere.

An attempt had been made to fill the vacancies on the board at a community meeting scheduled for May 8, 1980 but only Stan Dodman, Rick and Penny Poitras, and Janice Dean appeared.

Marina Thunder then attempted to secure replacements for the board by door-to-door visitation. As of June 1980, attempts to revitalize the society had been inconclusive. Because the officers of the society had not been appointed, the coordinator's position remained unfilled and, at year's end, no steps had yet been taken to implement the program.

The proposed program was to be focused on organized after-school recreational activities for students, such as cubs and scouts, which in the words of Stan Dodman were "desperately needed" in the community.

Significant Organizational Events, 1980-1981

Throughout the summer of 1980 the Atikameg Education North Society was inactive; indeed, it had no Board and without a Board a local coordinator could not be appointed. Towards the end of August, however, a community meeting was organized at the initiative of Marina Thunder and a new executive was appointed: Pearl Auger - president, Marina Thunder - vice president (serving on a temporary basis because she was still planning to leave the community in the autumn), Anna Grey - secretary-treasurer, Mabel Grey, and Irene Nahachick.

At this meeting, the new executive decided to organize a pot-luck supper in mid-September to welcome the teachers. Anna Grey was appointed as the interim coordinator and was asked to organize the supper.

After school had opened, in early September, Anna Grey spoke

to Jack Sullivan, the principal of the Atikameg School (who had just taken on the principalship when the original appointee resigned a few days after the opening of school), regarding teacher representation on the Education North Board. In response to this request, the names of Dermod Madden, George Rideout, and Jack Sullivan were brought to the Board, together with the request that they not be asked to take on executive responsibilities. On this basis, the three teachers were confirmed as Board members.

An Education North office for the Atikameg project had yet to be established when Anna Grey took on the role of interim coordinator. This she proceeded to do, making use of space available in the building housing the Band offices. In October applications for the position of coordinator with the Atikameg Education North Society were invited. Only one application was received, and that from Anna Grey. In due course she was confirmed by the Board as coordinator.

Leadership of the Society was thrown into an unsettled state in the latter part of October. Pearl Auger resigned as president, stating as her reason the growing feeling that the Auger presence in the Band office was too great, her husband Ivan having been elected as a Band councillor in the last election. Mrs. Auger continued to work as a teacher's aide at the school. At or about the same time Marina Thunder resigned from the Board because, as she had been planning to do for some time, she was leaving Atikameg for Slave Lake.

Anna Grey conferred with the remaining Board members and at

the Board meeting in late October the vacancies were filled. Dan Laboucan, who had been the vice president on the first Atikameg Board and had ceased to be active by the spring of 1980, consented to serve as president. As the school bus driver, Mr. Laboucan was known by the teachers and they supported his appointment. Violet Laboucan, his wife, and Kathy Thunder were also appointed to the Board at this meeting. Mabel Grey agreed to assume the vacancy in the vice presidency created by Marina Thunder's departure. Finally, the Board adopted the policy that Board members would be paid honoraria of twenty dollars per meeting.

In early November, Anna Grey resigned her appointment as coordinator to study business administration at Blue Quills School near St. Paul. For more than a month the Atikameg Society was without a coordinator as applications were again sought. As was the case earlier in the autumn only one application was received, this time from Tommy Oar who had assisted in preparing the original proposal for an Atikameg Education North Society one year previously. In December, he began his duties as coordinator.

In mid-January Tommy Oar was elected to the Atikameg Band Council. Pat Yellowknee, Mabel Grey's son, who had lost his position on the Council in this election, appeared at the January meeting of the Atikameg Board and indicated his interest in the coordinator's position. An unsigned note circulated at the meeting; it expressed the view that Tommy Oar should resign in view of the limited employment opportunities in the community. The Board decided -- in the informal, unstructured style characteristic of

its meetings -- that Tommy Oar would stay on as coordinator at least until the end of March to lend some stability to the Society's operations while he assessed the time demands of the Councillor's position. At the same meeting, Linda Sullivan, the principal's wife, was appointed secretary-treasurer of the Society.

In the last week of January, Tommy Oar resigned as coordinator on the advice of the new chief who had urged that all his attention be devoted to Band affairs. After consultation among the Board members, the Board appointed Pat Yellowknee as coordinator, effective February 5, 1981. For the next six weeks, until the annual meeting on March 26th, there were no changes of personnel in the office holders of the Atikameg Education North Society.

At the 1981 annual meeting, attended by sixteen people, the new executive was elected: Mabel Grey - president, Marina Thunder - vice president, Russell Grey, Irene Nahachick, and Pearl Grey.

With the exception of Irene Nahachick, all members of the new executive, as well as the Society's coordinator, are closely related to Mabel Grey.

In the sense that the cards in several key offices had been re-shuffled several times during the past year, there has been considerable instability in this Society. In review, the changes have been as follows:

President: Pearl Auger, Dan Laboucan, Mabel Grey

Vice President: Marina Thunder, Mabel Grey, Marina Thunder

Coordinator: Anna Grey, Tommy Oar, Pat Yellowknee

At the close of this year's reporting period, there had been no further changes in the key office holders in the Atikameg Education North Society.

The Atikameg Program, 1980-1981

The activities of the Atikameg Education North Society program this past year are summarized in Table 9. The reader will note that with one exception (the Cree language program for teachers) the activities are of a short-term character. Ongoing programs, again with the one exception, have yet to be initiated although programs which would provide after-school activities for children have been discussed in Board meetings.

The Atikameg Education North Society has managed to maintain its momentum over the course of the year, despite the setbacks one might expect would result from the many changes in leadership personnel -- three presidents and three coordinators in seven months!

Prospects for Next Year

Observers of the Society cite three reasons for the relative success of this past year:

i. the improvement in school - community relations (which could be viewed as either a cause or an effect of the Society's success);

ii. the improved morale and greater cohesiveness of the school staff;

TABLE 9

THE ATIKAMEG PROGRAM

1980-1981

Program Element	Comments
1. Potluck Supper	1. Organized by Anna Grey when she was serving as acting coordinator, this potluck supper in September served as a welcome from the Atikameg community to the newly arrived teachers. Approximately forty persons, including all the teachers, attended this very successful event. Greetings were brought from Janice Dean, representing Education North; Elsie Bigstone, representing the Lesser Slave Lake Indian Regional Council; and Ivan Auger, representing Atikameg's Whitefish Band.
2. Cree for Teachers	2. At the October Board meeting, teacher interest in learning the Cree language was expressed. With Mabel Grey as the principal resource person, assisted initially by Ann Anderson, weekly sessions began in October and continued through the year. Six teachers were involved initially; three teachers continued throughout.
3. RCMP Visit	3. Representatives of the High Prairie detachment of the RCMP visited Atikameg School in January, on the invitation of the Education North Society, where they showed a film, talked with students, and played volleyball against them in the gymnasium. Observers assessed this to be a worthwhile event.

4. The Little Buffalo Child Society Dancers	4. A visit to Atikameg by the Little Buffalo Child Society Dancers was initiated by Tommy Oar in December and finalizing arrangements were made by Pat Yellowknee for two performances in mid-February: a Saturday afternoon performance for the children and an evening performance for families. All arrangements were well organized; the dancers slept overnight in the school gymnasium and meals were provided by community women. Observers assessed this to be a very successful event. The Dancers returned to Atikameg for a second visit on June 20, 1981.
5. Skating	5. Four Monday morning expeditions to High Prairie, where the children went skating, were organized during the month of February.
6. First Aid Course	6. A first aid course for school children was held in March.
7. Planning under way	7. As the reporting period drew to a conclusion, planning had been initiated for the following projects or activities: (a) building a children's playground, (b) establishing a cub/scout group, and (c) organizing a summer softball program for the younger children.

iii. the strong support offered by the school staff -- and especially the school principal, Jack Sullivan -- to the Society;

iv. the influence of key community members, especially Mabel Grey.

The major problem confronting the Society seems to be one of identifying and nurturing local leaders who would, for example, sponsor the various after-school activities for children which the Society is seeking to initiate.

* * *

CHAPTER V

THE FORT CHIPEWYAN EDUCATION NORTH SOCIETY

Background

Fort Chipewyan is an isolated community at the western end of Lake Athabasca, approximately 600 kilometers north of Edmonton. Its only year-round transportation link with the south is by air. However, there is a winter road to Fort Smith and water transportation in the summer to Fort McMurray. Ninety percent of the 1300 residents of Fort Chipewyan are Native Canadians - Cree, Chipewyan and Metis, many of whom can trace their ancestry back to the days of the earliest fur traders in the area, the 1770's. As is common in many northern communities there is a high level of unemployment and underemployment in Fort Chipewyan.

There are two schools serving Fort Chipewyan. The Bishop Piche School, which is operated by the Department of Indian Affairs, offers grades 4-12; the Fort Chipewyan Public School, operated by the Northland School Division, offers grades 1-3. Both schools serve the whole community: non-Natives and status and non-status Natives alike. A pre-school program is also operated in the community.

Initiation of the Education North Project

As was the case in other Education North communities the educational and community leaders in Fort Chipewyan were informed of the project by Education North and school system officials in the spring of 1979 and were invited to participate. A planning committee was established to initiate a local response. The

proposal was developed over the summer and was approved in principle by the Minister's Advisory Committee in October of 1979.

The overall objective of the proposed project was consistent with the provincial objective -- namely, to improve the relationship between the school and community by involving the parents in relevant decision making with respect to improving the delivery of educational services in Fort Chipewyan. The program activities were to be specifically designed to utilize local community resources in the development of curriculum material and instructional programs. The focal point of the project was to be the history and heritage of Fort Chipewyan.

The project was delayed for several months because of other interests and concerns in the community which seem to have detracted from the support the Indian bands could give the projects. Difficulties encountered because of the fact that the Bishop Piche school was not technically eligible to participate also had to be overcome.

In January of 1980 the project was reactivated and the Minister's Advisory Committee reaffirmed its support in February. The support of the Cree band was obtained (the Chipewyan band remaining on the sidelines) and Society officials were elected in March. April, May and June were devoted to establishing an operational structure and a program which could be implemented in September. By the end of June the program was developed and a coordinator, Terry Martin, had been appointed.

Several activities were planned for the 1980-1981 term. These included:

i. A project to document the flora and fauna of the area in which students with the help of teachers and parents would collect, identify, study and display specimens and pictures of local plants and animals.

ii. A project similar to the one described above devoted to the study, collections and display of local geological formations.

iii. The photographing and documenting of old buildings and the development of an historical display.

iv. The teaching of fishing, hunting and related skills and crafts using community members and local resources.

v. The researching, documentation and revival of the historical art/music/dance of the area, utilizing both a community committee and the schools.

vi. A project involving teachers and parents in which students would collect, study and display historical artifacts of Fort Chipewyan.

vii. The culmination of the overall project was to be the documentation of the way of life of the people in Fort Chipewyan, utilizing information from the other projects plus historical accounts.

Significant Events in the Life of the Society: 1980-1981

Probably the most significant problems faced by the Society during the 1980-1981 terms concerned the delays in getting the program underway and the reorganization of the program, both caused by the failure of the coordinator to assume her duties during the summer of 1980. Because the Board of Directors was not

able to get together until September they were not able to make all the necessary adjustments to program and structure until late in 1980. Although the decision was made in September to go with mini-coordinators, one for each program, difficulties in finding suitable coordinators and resource people delayed some programs for several months. It was also necessary to modify the program in several respects.

Anticipated problems concerning the maintenance of an effective Board, obtaining the support and involvement of all interest groups and obtaining the involvement of both schools did not materialize. Several changes in the composition of the Board took place without disruption. Most interest groups appear to be involved in the program; furthermore, both schools are heavily involved in the Education North program and are cooperating in other ventures as well.

The 1980-1981 Program

Three basic programs were initiated during the 1980-1981 project year and several other activities not directly related to these programs were undertaken. All programs and activities were similar to the program plans finalized in June, but the problems discussed earlier necessitated some modification.

The Photography Program. A program to collect historical and take current photographs of people and places in the Fort Chipewyan area and to develop these into a display was undertaken during the fall of 1980. Grace Thacker, a member of the community, is coordinator of the program. Several adults and

students have assisted in collecting photographs and more will be involved in the development of the display.

The Fort Chipewyan History Project. Sister Brady is coordinating, and at this stage conducting, a project to write a history of Fort Chipewyan and its people. Before the project is completed many students and adults will become involved.

The Outdoor Education Program. The major program at this time is the set of outdoor education activities coordinated by Lloyd Guilbault, a teacher in the Bishop Piche School. The program involves approximately forty non-academic students from the school. Each student is involved for one afternoon a week, on some weekends and, if they wish, during a week or two in the summer, following various outdoor pursuits -- trail blazing, snaring rabbits, survival skills, cleaning camping areas, skating, map reading, ice fishing, canoeing, snowshoeing, and mineral identification. Some capital funds for the purchase of materials have been donated by associations and businesses in the area. Several adults in the community have assisted with the program.

Other Activities. An arts and crafts program in the schools, a parka-making course for adults, and a skinning and tanning course for school children were also undertaken during the year. All of these were led by people in the community.

Although many frustrations were experienced in finding leadership and resource people and in getting the program underway it now seems to be proceeding satisfactorily.

1. Many adults (25 to 30) are actively involved in programs and many more are showing an increasing interest.

ii. Practically all school children are involved in programs (e.g. crafts, outdoor education).

iii. Adults are increasingly involved in the education of their children and the children are learning more about their community and its past.

iv. The two schools are collaborating in many ventures initiated by Education North.

In other words there is some evidence to indicate that progress is being made by the Fort Chipewyan Society toward the achievement of the objectives of Education North.

The Future

Barring unforeseen difficulties the Fort Chipewyan Society should be able to successfully complete its program within the next year or two. Plans are already nearing completion for the 1981-1982 term and beyond if the project is extended.

Practically all those interviewed agreed that the following features should be present in any future program:

i. a local community group should be in charge of the program and the use of funds;

ii. outside consultative resources should be provided;

iii. some outside funding is necessary;

iv. flexible proposals should form the basis of funding;

v. the schools should be actively involved; and

vi. the programs should be both school and community oriented.

* * *

CHAPTER VI

THE FORT VERMILION EDUCATION NORTH SOCIETY

Background

The hamlet of Fort Vermilion is located on the south bank of the Peace River, about 800 kilometers north of Edmonton by road, and 70 kilometers east of High Level, a community on the Mackenzie highway system. An all-weather road, presently one-half paved, provides access to the community from the west. A gravelled secondary road provides access to Fort Vermilion from the south by means of a ferry crossing at Tompkins Landing on the Peace River. As recently as 1975, a ferry and ice bridge crossing of the Peace River were necessary for vehicular traffic to reach Fort Vermilion from High Level.

Recent population figures show 800 residents, almost equally divided in ancestry between Native and non-Native. Few status Indian families reside in the community; most make their homes on the nearby reserves (Fox Lake, North and South Tallcree, and John d'Or Prairie. The Native Indians residing in the hamlet tend to be Métîs, rather than status Indian. For the most part, these people live in the Alberta Housing prefabricated complex on the eastern outskirts of the hamlet.

Two schools are involved in the Fort Vermilion Education North project: the Fort Vermilion Public School which offers Grades I to XI to approximately 160 students and the St. Mary's Separate School which offers kindergarten to Grade IX to approximately 120 students.

The Society in June, 1980

To understand the status of the Fort Vermilion Society in June, 1980 it is necessary to take a few steps still further into the past and review briefly the proposals developed during the 1978-1979 period. The society's "Multi-Cultural Heritage Project" proposed to undertake the following:

1. The development and publication of a history of the Fort Vermilion Community suitable for use by community persons, teachers and students...
2. The design and implementation by community persons and teachers of localized instructional modules...
3. Assist in the establishment of a permanent historical resource centre for Fort Vermilion.

One year ago, at the conclusion of its first year of operations the Society had taken a few tentative steps in the direction indicated by one of these objectives, that which pertained to "localized instructional modules." Earlier in the year the Education North Society had called for the creation of two "working committees" with membership drawn from the parents and teachers associated with each school -- St. Mary's (the separate school) and Fort Vermilion Public School -- to prepare proposals for an option program in the two schools which would have a strong, local orientation. As the 1979-80 school year drew to an end, the status of the Education North Project could be described as follows:

1. The working committee from the public school, led by the principal, Wilfred Dalton, had completed its work and submitted its proposal for an option program to the May

1980 board meeting of the Fort Vermilion Education North Society.

ii. The working committee from St. Mary's had not brought forward its proposal, nor had the two committees met to seek agreement on a unified program plan for the next school year, including compatible timetabling.

iii. The principal of St. Mary's School, Al Van Oers, had resigned his position. It was generally recognized throughout the community that the morale of the St. Mary's teachers was very low; in fact, most of them had decided not to return to the school the following year.

iv. The coordinator of the Education North Society, Mrs. Gwen Carmichael, had been expected to bring representatives of the two schools together to plan the implementation of the option program. This was not done, for reasons that are not altogether clear. A close observer of the Fort Vermilion project reported that "she was dragging her feet and claiming that she didn't know who to contact." Decisive leadership from the elective officers of the Board might have effectively broken this logjam but this was not forthcoming.

v. In short, at the end of the 1979-1980 school year the Fort Vermilion Society was without a program and was lacking the leadership to develop one.

Significant Organizational Events, 1980-1981

As noted above the Fort Vermilion Education North Society was feeling the effects of indecision on the part of its key leaders in the late spring of 1980. One observer describes the Society as being "in limbo. Nobody was taking any action on the public school working committee's report on the proposed option program." Donna Gambin, a community member who had been appointed the Society's vice president in the spring, had played a key role

in urging the Board to develop plans for the autumn. But with her departure in the early summer to study at Red Deer College, the energy and direction she had been providing were lost.

In mid-July the Society's coordinator, Gwen Carmichael, resigned and immediate steps were taken to recruit her successor. With one principal having resigned, the other on holidays, and no coordinator, the Education North option program was in danger of suffocating in the leadership vacuum that had resulted.

Ida McLean began work as coordinator on August 18th. Without the assistance of the outgoing coordinator to orient her, Mrs. McLean was substantially on her own as she set out to implement the option program. Barbara Mercredi, the Society's secretary-treasurer, assisted her in the organization of the office which was moved from the separate school to a "neutral location" in a commercial building close to the centre of town. David Young, the Education North provincial coordinator, was available to provide an orientation to the program which was yet to be implemented.

Mrs. McLean had been born in Fort Vermilion and had lived in the area most of her life. A Métîs, and bilingual in English and Cree, she is related to many people in the Fort Vermilion Native community. Among her friends and relatives, she recruited many of the resource people who worked in the option program. She has nine children, six of whom were students at St. Mary's during the past year; the other three are pre-schoolers. In addition to her work with Education North, she served as president of the Parents' Advisory Council at St. Mary's during this past year.

Mrs. McLean had herself been a student at St. Mary's. She left school after Grade IX. She was married, with six children, when she returned to formal studies at the Fort Vermilion Satellite Alberta Vocational Centre where she did three years of academic upgrading. Prior to taking on the coordinator's role with the Fort Vermilion Education North Society her direct experience with the field of education, apart from the time when she was a student herself, had been as a volunteer in the local early childhood services program. She describes herself as a direct, outspoken, and determined person. Her perception is that at the outset many of the school people "...had no faith in me. They didn't think I could do it. I said to myself, 'I'm going to show them I can.'" There is general consensus throughout the project that Ida McLean has demonstrated that indeed she can.

One other change in leadership in the Fort Vermilion Society should be noted. Joe Rosenberger, who had served as president of the Society from its inception, did not stand for re-election at the 1981 annual meeting. He had offered a patient, deliberate leadership style which emphasized openness and ready access by members of the community to the Society's decision-making processes, and counselled the importance of moving slowly so as to win and maintain the support of the different groups in this potentially fractious community. Mr. Rosenberger was succeeded in the office of president by Mrs. Gerri Fletcher, a community mental health nurse in Fort Vermilion.

The Fort Vermilion Program, 1980-1981

The Education North program in Fort Vermilion has been focused sharply on the development, implementation, and management of an option program in the two Fort Vermilion Schools. This program is presented in summary form in Table 10.

The option programs in the two schools -- St. Mary's and Fort Public -- while similar in some respects did operate on somewhat different bases.

i. At St. Mary's only the thirty students in the junior high school class (grades 7 to 9) were involved. The public school staff, acting on the advice of their parent-teacher association, decided to involve all 160 students in their school, elementary and junior high alike.

ii. The junior high students at St. Mary's were involved in Education North options five days a week, the last two instructional periods of each day (80 minutes in total), for a total of 400 minutes each week. The junior high students at the public school were involved in options Wednesday through Friday each week, three double periods, for a weekly total of 240 instructional minutes. The 100 elementary school children at the Fort public school were involved in their Education North option one double block each week, the last two periods on Friday afternoons.

iii. All options offered at St. Mary's were under direct teacher supervision. Community resource people were extensively involved in their options of course, but teachers were on hand to ensure continuity. At the public school, with the larger number of students involved in the option program, direct teacher supervision of all students involved in options was not possible.

There is widespread consensus in Fort Vermilion as to a number of problems in the option program as it has operated this past year. These problems are summarized as follows:

Table 10

THE FORT VERMILION PROGRAM

1980 - 1981

St. Mary's Separate School	Fort Vermilion
	Junior High
Hunter Training	Newsletter[2]
Photography[1]	Native Crafts
Food Science	Leather Work
Native Crafts	Cree[3]
Art/Woodwork/Cree	Hunter Training[4]
	Elementary
	Cree[5]
	Handicrafts

Notes:

1. After Christmas, students from the public school came to St. Mary's to take the photography option.

2. St. Mary's students registered in the newsletter option after Christmas.

3. This option was discontinued later in the autumn after difficulties in securing resource people.

4. This option was begun in the second term and discontinued a few days later when it seemed evident that the resource person would not be available on a regular basis.

5. The elementary Cree program was discontinued after problems in ensuring the systematic availability of resource people could not be solved.

i. Particularly at the public school, teachers experienced difficulties with the dependability of resource people. Frequent turnover and failure to appear at appointed times resulted in disorganization and loss of confidence in at least some aspects of the option program.

ii. There were shortages of materials for the crafts course from time to time. This was attributed to a number of factors: inexperience, failure to allow enough lead time in placing orders, temporary budgetary constraints, and unanticipated use of materials (with wastage figuring in this factor as well).

iii. Teachers reported inefficiencies in the instructional process. Students would sometimes be idle after the completion of one project because resource people had not thought ahead to anticipate the need for an appropriate project which would be a suitable challenge for the students at his or her stage of skill development.

iv. Student discipline was reported to be a problem by teachers, in particular. Ida McLean reported, for example, that "some children misbehaved during Education North options, particularly at the Fort Public. They tested me but when they did they hit a brick wall. I think the testing period is over now." One can point to a number of possible reasons for discipline problems: insufficient variety in student activities during option periods, student frustration and disappointment over changes in the option program when it was learned that in some areas resource persons could not be relied on for consistent availability, and the inexperience of all the adults involved in the implementation of the program.

v. Associated with these concerns regarding student discipline were related concerns expressed by teachers regarding their role when resource people are in the school. Expressed in simple terms, teachers were asking the question: who is in charge? Expressed more generally, the question is: what kind of relationship should exist between the teachers and the resource persons for purposes of effective implementation of an option program for students? More progress towards finding satisfactory answers for these questions seems to have been made at St. Mary's where overall supervisory responsibilities were maintained by the teacher during option periods. This was widely acknowledged in both schools to have been a significant factor in explaining the effectiveness of the St. Mary's program. But even there staff members

assert that much remains to be done in working out to everybody's satisfaction the relationship of teacher and resource person in the option program.

vi. An important unresolved issue in school philosophy presents a problem to the two school staffs involved in the Education North option program. The issue can be expressed as a question: relative to the basic subject areas such as language arts and mathematics, how important are the learnings acquired by students in the option program? A St. Mary's teacher expresses his viewpoint on these matters in this way: "To preserve a heritage is very important and to involve a community is very important, more important than the special facilities needed for Type A options .. St. Mary's does not have the physical facilities needed for an enriched program. The only way we can enrich our program is by making use of the community, especially its human resources, and this is what the Education North option program does."

Another St. Mary's teacher leans the other way in addressing this issue. He refers to the school timetable and observes: "We allot more time daily for options (80 minutes) than we do for language arts (60 minutes). ...I'm struggling in my own mind as to the relative importance of options as compared to, say, language arts. It comes down to very fundamental issues having to do with the purposes of this school for these youngsters, most of whom are Metis, few of whom go on to high school." As will be elaborated in the next section the view seems to be strengthening in both schools, and particularly the public school, that relatively less time be allocated in the schools' timetables for the Education North option program.

In close juxtaposition to this list of concerns, the strengths and the positive outcomes of this year's Education North program in Fort Vermilion will be noted. They are as follows:

i. All persons closely associated with the program acknowledge that much has been learned regarding the implementation of the option program. Public school personnel assert at the outset that "we tried to do too much this year."

ii. St. Mary's School and the Fort Vermilion Public School are working together more closely than has previously been the case. The Education North project cannot claim full credit for this strengthening of relationships but most interviewers grant some credit to the project. While changes in senior administrative personnel in both school systems have changed the climate of relationships, the option program has provided a useful, timely focus for cooperation that is likely to be extended in the future.

iii. Channels of communication between parents and the schools have been opened up. In the words of one principal, "Adults who wouldn't otherwise be there have been brought into the school. ...These people aren't afraid to come into the school now. ...They see that we're human. They also see what we have to put up with." This view is supported by Ida McLean who in her role of Education North coordinator spends a great deal of time in the schools: "I understand the reasons why teachers place such importance on plans and being well organized. ...I can see school problems from the teachers' side because I see what some of the students do in school. I now know what they go through."

Summary and Future Prospects

The exclusive thrust of the Fort Vermilion Education North project during the past year has been the development and implementation of a community-oriented option program. Although problems have attended the implementation of this program, the consensus of opinion in the two schools and in the community is that the program should be continued next year on a reduced scale.

A number of specific actions are planned:

i. As noted above, both teachers and community resource people experienced uncertainty as to their respective roles when the resource people are in the schools and working with the children. The Education North Society is planning to address this problem by asking for the views of teachers and resource people. A questionnaire will be used to gather these views, and this may be followed up by a workshop to establish a mutually satisfactory working relationship.

ii. Teachers have drawn attention to the problems in the option program which result from insufficient planning -- in particular, instructional planning. There now seems to be widespread recognition by teachers and community resource people alike that the option program would be improved by developing course outlines which show a planned progression of skills and projects. This matter will be dealt with by the questionnaire procedure discussed above, again initiated by the Education North Society.

iii. A related problem has to do with shortages of materials. Because they now have a clear idea of numbers of students to be served and the amounts of materials needed for the various options, Society spokesmen are confident that they can plan more systematically than was possible this past year. Furthermore, their view is that with improved instructional planning and systematic acquisition of materials needed in the option program, it is likely that the discipline problems experienced this past year will diminish.

iv. A fourth specific action involves a reduction in the scale of the option program, i.e. in the number of instructional minutes available to each student for enrolling in Education North options. A number of factors are influencing this reduction in scale: the availability of home economics and industrial arts facilities which are now being readied by the public school board; concern within the schools that basic subjects, especially language arts, may have been neglected this past year; and dissatisfaction among school people, especially at the public school, with certain aspects of this year's option program.

When one steps back from the Fort Vermilion Education North option program to gain perspective on the directions now under discussion in the schools and the Education North Society, an interpretation can be formulated in terms of two contending sets of values. On the one side are values to which school personnel tend to attach a great deal of importance, such as (i) the basic academic subject areas; (ii) careful planning, organization, and management of instruction; and (iii) order and control of student behavior in the classroom.

A second set of values is encouraged and nurtured by the active leaders of the Education North Society: (i) securing and maintaining the involvement of parents in the life and work of the school; (ii) preserving and disseminating the cultural heritage of a community; and (iii) bridging the gaps and discontinuities which may exist between the students' lives at school and what they experience at home.

Though there may be no necessary reason why these values should clash, there does seem to be tension in Fort Vermilion resulting from efforts to implement a total school program in which the concerned groups emphasize one or the other of these two sets of values. Expressed in concrete terms the conflict takes this form in the mind of a principal, say:

-- should our school spend more time on language arts and less time on Education North options?

-- should we restrict our option program only to areas in which our teachers are competent, in order to ensure continuity and efficient use of instructional time, even if

this should mean the deletion of options dealing with important aspects of the community's heritage?

Answers to these questions are not easily found. One of the most encouraging aspects of the Fort Vermilion Education North project is that the underlying values issue is recognized by key people associated with the project and is not being ignored or pushed aside by these key actors.

* * *

CHAPTER VII

THE LAC LA BICHE EDUCATION NORTH SOCIETY

Background

The town of Lac la Biche is located approximately 200 kilometers northeast of Edmonton on the shores of the lake which bears the same name. The history of the area goes back to the days of the fur traders, but now the area is supported by farming, fishing, lumbering, petrochemicals and tourism. Approximately 10,000 people live in the area -- 2,000 in Lac la Biche and 8,000 in the surrounding area. The ethnic composition of the population is mixed; there are sizable minorities of status Indians (Cree and Chipewyan), Metis, Lebanese and Europeans of various extractions.

The educational needs of the area are served primarily by the Lac la Biche School Division and the Alberta Vocational Centre in Lac la Biche. There are eight schools in the Division -- four in Lac la Biche and four in the surrounding region. Only two of these schools -- one in Lac la Biche and one in Plamondon -- offer a high school program. The public schools serve approximately 2,200 students.

Initiation of the Education North Project

Mr. E.L. Deutscher, Superintendent of Schools for the Lac la Biche School Division, was appointed to the Minister's Advisory Committee for Education North in August, 1978. From the outset, therefore, he was well acquainted with its objectives and methods of operation. Mr. Deutscher along with the project coordinator, Fred Dumont, initiated a series of meetings and consultations

during the period from October, 1978 to October, 1979 which eventually resulted in the incorporation of the Lac la Biche Society on October 4, 1979. After one or two false starts a Board of Directors was elected, a coordinator, Mr. Phil Coutney, was employed, and a program was developed and launched by the end of 1979.

The Lac la Biche Society operates differently from the other societies in two significant ways. First, it serves all six centres in the Lac la Biche School Division, each having its own sub-committee; and, second, it has taken an umbrella approach to programming. In other words the Society funds its six sub-committees in a fashion similar to that followed by the provincial organization of Education North in funding its societies. Each sub-group gets approximately the same amount of program money; however, this is only provided after a proposal which meets the objectives of Education North has been submitted and approved by the Board of Directors. At least one member from each sub-group sits on the Board.

As of June, 1980 programs were underway in six centres:

1. Lac la Biche. Although Lac la Biche had no formal sub-committee some activities had been undertaken. A series of art workshops had been offered to a group of teachers and parents by a professional artist living in the community. Education North paid the instructional fees and material costs.

2. Wandering River. A program in spinning and weaving for school children, led by parents from the community, had been instituted.

3. Plamondon. A puppet program designed to tell stories dealing with the life and people of the area had been initiated, again with community leadership.

4. Kikino. A program of instruction and recreation for children and adults, in traditional Metis dancing had been initiated.

5. Caslan. A program in ceramics for children and adults had been planned but not initiated.

6. Rich Lake. Led by school principal Selwyn Jacobs this project focused on developing student skills in the use of photographic and video equipment.

By the end of June, 1980 the Society had also initiated plans and procedures for funding the 1980-1981 program.

Significant Events in the Life of the Society: 1980-1981

At the Society level of operation the most significant changes which occurred during the 1980-1981 project year concerned refinements to operational procedures. The Board improved and routinized its methods of conducting meetings (e.g., regularization of meeting dates, presentation of reports, considering requests, etc.). It also refined its methods of dealing with policy matters. New proposal forms were developed; methods of considering and assessing proposals were improved; the budgeting process was modified; staff evaluation procedures were instituted; and policy making was streamlined. A major accomplishment during the term was the creation of a Lac la Biche Parent Committee. Prior to May of 1981 no such committee existed.

The problems which faced some other societies--succession of staff and Board members, obtaining qualified leadership, and operating programs effectively and efficiently -- did not materialize as serious problems in Lac la Biche, probably because they were anticipated well in advance and steps such as those described above were taken to avert them. The major problem at the beginning of the year, which Lac la Biche faced in common with other societies, was the funding and financial difficulties which carried over from the previous year. However, after the province changed its funding procedures these difficulties were overcome.

Some problems and potential problems exist at the sub-committee or program level. Some communities have had difficulties in prioritizing their interests and in changing their focus in keeping with changing situations. Most find it difficult to adhere to the "seed-money" concept which is central to the funding policy of the Society. There is also a problem in some areas and a potential problem in all areas clarifying who is in charge of school-based programs, the school or the committee, and how these programs should be operated.

The Society recognizes these problems and is attempting to solve them by discussions at sub-committee and Board meetings, by modifications in proposal presentation and consideration procedures, and by consultation between program committees and the coordinator.

The 1980-1981 Program

During 1980-1981 the Lac la Biche Society continued and

expanded its "project funding approach". In other words it continued to operate as an Education North in miniature. Its rationale for this "seed money" approach is to provide local communities with funds to get started on those community activities of greatest interest to each community as long as they meet the criteria established by Education North and the Lac la Biche Society.

Although each of the six communities were allotted approximately the same amount of money, $3,500 initially, they had to have their projects approved by the Board of Directors. Forms were provided on which local committees were to prepare their proposals. The following type of information had to be provided:

1. Title of the proposed project.
2. Names and addresses of persons responsible.
3. Objectives and anticipated outcomes.
4. Activities planned.
5. Duration of the project.
6. Budget information.
7. The approved theme area(s) under which the project falls. (The Society approved four theme areas--Cultural Resource Centres, Truancy Prevention and Awareness, Parents in the Classroom, and Language Enrichment).

Each proposal was considered by the Board of Directors, which is made up of three elected persons together with a member appointed by each of the local sub-committees (two by Lac la Biche) and a member appointed by the Lac la Biche School Board.

The following projects were approved for 1980-1981:

Plamondon

1. A Story Hour and Cultural Enrichment Program. This project was designed (a) to encourage parents to use the community library facilities located in the school; (b) to provide parents with an opportunity to work with their children in school; and (c) to acquaint children with the library and other cultural resources in the community and beyond.
2. Pioneer Puppet Production. The objectives of this program were two-fold: to encourage students to understand and develop pride in their heritage and to promote parent-student relationships. Activities were to include interviews with pioneers, script writing, management of production, puppet construction, presentation, and sound effect taping.

   This project was put on hold in January and the money transferred to a Rocket Production Project and a Leathercraft Project.
3. Arts and Crafts Project. The objective of this project was to encourage parents, teachers and students to work together on the production of ceramics and macrame crafts.

Rich Lake

1. Cultural Resource Media Library. This project was designed to train students to operate audio-visual

equipment and cameras, and to do the research necessary to develop a history of the community.

2. Outdoor Education. The encouragement of students, the school and parents to participate together in outdoor activities (skiing) was the purpose of this activity.

Kikino

1. Metis Dancing. This project was designed to keep Native culture and traditions alive through teaching and preservation of Metis dancing and making the traditional costumes associated with the dance.

Caslan

1. Dancing and Fitness. The objective of this set of activities was to encourage parents and students to experience their culture together through dance and fitness programs.
2. Ceramics in the Classroom. This project was designed to (1) introduce parents and teachers to ceramics in the classroom situation, (2) develop parents' appreciation of education, and (3) improve communications between the various elements of the community and between the community and the school.

Wandering River

1. Music in the Classroom. A member of the community was to work with students in the classroom on a music program twice a week during the first term.
2. Spinning and Weaving. Members of the community were to work with the school children once a week on spinning, weaving and other crafts of interest to those involved.

The objectives of both of these projects were to increase parental school contact and to expand learning opportunities for both parents and students.

Lac la Biche

1. Art Mural. This project was designed to give Art 20 students and interested adults an opportunity to work on a mural depicting the community which could be used for various school and community functions.
2. Curling Fundamentals. The objectives of this project was to get grade nine students involved in curling, a major sport in the area, and to get community members involved in teaching the basic skills of the game.
3. Native Handicraft Program. This project was designed to give junior high school students an opportunity to learn the traditional Native crafts of beadwork, leatherwork, and tanning from knowledgeable community members.
4. Concert and Drama Production Project. The objective of this project was to give parents, students and teachers an opportunity to work together on the production of a Christmas concert.
5. Snowshoe Project. This project was designed to involve parents and students in a language arts project through outdoor (snowshoeing) activities.
6. Alberta Impressions. Through this project students and adults were to have an opportunity to view a display of the works of Alberta artists and thus be encouraged to

appreciate and enjoy art, especially the work of local artists.

With minor modifications in design and timing all of the projects described above have proceeded according to plan. By the end of June all sub-groups were preparing proposals for their 1981-1982 activities.

Generally speaking, the Lac la Biche Society has been very successful in carrying through its program of funding local projects of interest to the communities and which are relevant to the objectives of Education North. It has also been successful in providing assistance and encouragement to sub-projects and in monitoring their activities.

Minor concerns, which cannot be effectively assessed as yet, are concerned with (1) maintaining the "seed money" concept; (2) making sure the projects are both relevant to the needs of the school and community and congruent with the objectives of Education North; and (3) ensuring that a good working relationship exists between the school and the parent committees.

As of June 30, 1981 the programs at the Society and local sub-committee levels seemed to be operating effectively and efficiently. The specific objectives set by the Society and each of the sub-projects seem to be congruent with the overall objectives of Education North, and the outcomes starting to emerge from the Project are in line with these objectives.

1. Over two hundred adults were involved in the programs in an active capacity and many more were involved in some way. No community had fewer than twenty parents actively involved in its projects.

ii. A significant number of students from all of the schools were involved in Education North activities. In some schools all students were involved.

iii. A large number of adults are increasing their involvement in the education of their children and the students are being given more opportunities to learn about their community and its past.

iv. Parents and schools are collaborating in an increasing number of activities.

In other words there is considerable evidence to indicate that the Lac La Biche Society is making progress toward the objectives of Education North.

The Future

The Lac la Biche Society has the structure, experience and leadership to plan and conduct worthwhile activities throughout the life of Education North. Barring unanticipated difficulties it is likely that the Lac la Biche program will continue to operate in an effective and efficient manner.

Most persons interviewed were very supportive of what Education North is attempting to do and were pleased with the way the Lac la Biche Society is functioning. There was general agreement that the following features should be present in any future program which may replace Education North:

1. Some funding is necessary from provincial sources. This is one of the major reasons for the success of the Lac la Biche Society. Provincial funding should be based on the seed money concept. i.e., the use of funds in a catalytic way to initiate activities that have a reasonable prospect of becoming self-sustaining.

ii. Local leadership such as the present coordinator role, or leadership such as that provided by home economists, is necessary. Provincial consultants would also be useful.

iii. Control of funds and programing should be in the hands of a local board.

iv. The program should be both school and community oriented.

v. Administration costs should be separate from program costs. The former could well be handled provincially.

vi. Flexible proposals should form the basis of funding.

vii. Schools should be actively involved in the program.

* * *

CHAPTER VIII

THE LITTLE RED RIVER EDUCATION NORTH SOCIETY

Background

The Little Red River Band consists of two reserves -- John d'Or Prairie and Fox Lake -- and one settlement -- Garden River -- located along the Peace River. Although all are accessible by air, only John d'Or Prairie has year round access by an all-weather road. Fox Lake and Garden River have winter roads only. John d'Or Prairie is located ninety-six kilometers east of Fort Vermilion on a gravelled road which is eventually to serve as a shorter route to Wood Buffalo Park and north to Fort Smith.

Prior to 1957, the Native people of the Little Red River area did not live on reserves. They lived along the Peace River in family groups, hunting, fishing, trapping and living off the land. Native people from areas such as Wabasca, Trout Lake and Moose Lake had moved northward some one hundred years ago to establish a settlement at the confluence of the Peace River and the Little Red River. They traded their furs for goods at the Hudson's Bay Company Trading Post at the Little Red River settlement. A mission and church as well as forestry and other services were later established. Today there is nothing left of Little Red River except the ruins of a once thriving trading settlement.

For many years, until 1956, children were picked up by river boat in the month of September and taken to residential schools operated by the Roman Catholic Church in such locations as Fort Vermilion, Wabasca, and Grouard. The students were returned to their families the following year in July.

During those years, the life of these people was nomadic. Principally they lived in small family groups at any number of encampments along the Peace River and its tributaries. Marked changes in this way of life were given recognition and reinforcement by the establishment of the Fox Lake Reserve in 1957. The Department of Indian Affairs opened a local day school which was staffed by Roman Catholic Sisters. In 1964 a second reserve was established across the Peace River and upstream. This second reserve, called Jean (now John) d'Or Prairie, was created on the premise that economic viability could be achieved by way of farming and forestry at the new location.

Throughout this process of organizing reserves a number of Little Red River families living downstream at Garden River remained detached and independent. When Wood Buffalo National Park was established the eastern boundary was drawn in such a way as to bring the settlement within the Park. Residency in Garden River is strictly controlled now by Parks Canada. People who cannot trace their family lineage to Garden River are not permitted to live there.

The Little Red River Band has a population of approximately 1,250 individuals: Fox Lake, about 600; John d'Or, about 500; and Garden River, about 150. Most of the population is treaty Cree, with a minority of non-status Cree. The white population is less than fifty and is made up of teachers, Roman Catholic sisters, nurses and Hudson's Bay personnel.

Very few adults have more than a grade eight education. Most

students stop attending school when they are fourteen or fifteen years of age.

The population is fairly transient. People move from community to community frequently (e.g. from Fox Lake to John d'Or, John d'Or to Fort Vermilion, etc.) There are a few core families who stay in the community permanently. It is not uncommon, though, for a family to move into the bush for months at a time to hunt or trap. Some families have "sworn off" the reserve life and have moved into the bush permanently.

All three settlements have schools operated by Northland School Division. The schools at Fox Lake and John d'Or Prairie are of modern construction and are well equipped educational facilities which rival any to be found in Alberta. The school at Fox Lake has 168 students* from grades one to ten and twenty-one students in the early childhood class. Most students speak only Cree when they begin school, although this is changing as a result of the introduction of television.

The school at John d'Or has 112 students in grades one to nine, and thirteen students in the early childhood program. Most beginners can only speak Cree but again this will probably change with the introduction of television, and with greater access to the white communities close to John d'Or. Both Fox Lake and John d'Or offer home economics and industrial arts, which is quite exceptional when one considers the relatively small numbers of students enrolled in these schools.

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*All student enrolments reported in this section are for the school year beginning September, 1978.

Garden River School contrasts markedly with the John d'Or and Fox Lake Schools. It consists of three separate classrooms offering grades one through eight. There are three teachers at present, and fortunately in the past few years one or more teachers have stayed for more than a year. Students in Garden River enter speaking only Cree. Television has recently been introduced but as yet has not had the same impact as in the other two communities, so it is unlikely that the Garden River children will lose their native tongue as quickly as the children in the other two communities. The teachers of this community must contend with a lack of materials and facilities as compared to Fox Lake and John d'Or. Although this school has improved considerably over the past five years, it is still a "forgotten" institution because the people of Garden River are not on reserve land and, therefore, do not receive the financial support of Indian Affairs.

The Society in June, 1980

From the outset the Little Red River Project has been unique in several respects: (a) the extensive involvement of Northland School Division personnel in organizing the project; (b) the highly specific focus of the project -- the development of books of stories told by community members -- around which the Society was organized; and (c) the role played by the coordinator in facilitating the development work being undertaken by this local Education North Society. These elements of uniqueness can be seen in the brief recapitulation of the development of the project presented in the following paragraphs.

The relationship between the communities of the Little Red River Band and Education North was initiated in discussions between Fred Dumont, the Education North provincial coordinator, and Don Weaver, the superintendent of Northland School Division, in the early autumn of 1978. Weaver brought the project to the attention of the schools and proceeded to guide the communities in constructing a proposal which would meet the guidelines set by Education North. As the Little Red River committee became established, Mr. Weaver intended to withdraw and have the community deal directly with Education North. His influence was still being felt in the latter stages of proposal development, however. That Weaver wished to remain separate from the project and at the same time have some input is evidenced in a letter dated March 19, 1979 in which he states: "As an interested party in the Jean d'Or, Garden River, Fox Lake Education North Project, I would like to apply for front end organizational money for the project."

The Planning and Research unit in Alberta Education, supplementing the efforts of the provincial Education North office, served in an advisory role in the early stages of project development. Dr. Harry Sherk visited the communities with Don Weaver to help inform the communities of the project and to lay the basis for subsequent development. Weaver communicated with Dr. Sherk in drawing up the proposal. This entailed a number of revisions and clarifications before a working document was produced.

The Northland School Board helped with the project by

granting time off for teachers to attend meetings, permitting use of school buildings and materials, and incurring some of the initial expenses. Their role can be seen as facilitating the initiation of the project.

The schools of John d'Or, Garden River, and Fox Lake played a key role in the building of relationships with their respective communities. The teachers of these schools gave much of their time in order for the project to take effect. The drafting of the proposal was accomplished with the consultative help of Don Weaver.

As the project proceeded, committees were appointed in all three communities. These committees then formed a society in December, 1979.

The development of the project was not without controversy. The view was expressed at meetings of the Minister's Advisory Committee, for example, that the project was not being spearheaded by the communities but rather was administered directly from the Northland School Division office.

In due course, however, the project was approved in principle and by autumn, 1979 was well under way.

A principal mobilizing force was Ian Sewall, the project coordinator, who as a former teacher and principal at Garden River was well known and respected in the area. Under his leadership in the first operational year of the project, 1979-1980, the Little Red River Society organized several task teams. These consisted of: (a) a professional writing team made up of teachers experienced in Native education; (b) story

collecting teams who recorded stories from the communities; (c) a basal writing team to write the basic reader for grade two; (d) supplemental story writers and (e) artists to prepare illustrations for the reader.

By June, 1980 approximately 150 stories had been gathered from persons living in the Little Red River communities. On Ian Sewall's recommendation, an assistant coordinator had been appointed in each of the three communities whose responsibility it was to encourage the potential story-tellers to participate in the project, and to record their stories on audiotape. The early concerns that not enough stories could be gathered had been quickly set to rest. Not only had sufficient stories been gathered for the children's readers, but a new idea had consolidated -- a book of legends intended for the adults in the community would also be developed.

At the end of the reporting period, several points were clear: (a) the development work being undertaken by the Little Red River Society was proceeding energetically and effectively, with clearly established directions and sound management; (b) the guiding hand of the Northland School Division central office was no longer a factor; (c) a unique interpretation of community involvement had been implemented and was proving to be highly successful.

The Little Red River Society in 1980-1981

In presenting the story of the other six Education North societies during the past year, we have used the headings

significant organizational events and program to organize our observations. Because the Little Red River Society is sponsoring a developmental project rather than a program of activities, a different organizing framework will be used. Project activities will be emphasized, supplemented by a brief discussion of the Society as an organization.

1. Project Activities. The activities of the Little Red River project are summarized in Table 11. All project work has proceeded smoothly and on schedule this past year. A comparison of the activities being undertaken by the Little Red River Education North Society with, say, the Fort Vermilion, Slave Lake, and Lac la Biche Societies reveals the uniqueness of the Little Red River project.

First of all, it is a development project which is directed towards the creation of tangible products. Secondly, although there is extensive community involvement, community members are not involved in goal-setting and policy development as is the case with the other societies. Thirdly, the involvement of community members in decision-making at the level of the Board is highly structured and pertains to very specific points; for example, the selection of photographs for the book of legends.

2. The State of the Organization. The Little Red River Society met, and successfully solved, two potential problems this past year:

i. Steve Walker succeeded Colin Kelly as the president of the Society. This change in leadership proceeded smoothly.

TABLE 11

THE LITTLE RED RIVER PROGRAM

1980-1981

Project Activity	Comments
1. Gathering stories	1. During the 1979-80 project year approximately 150 stories were gathered, primarily by the assistant coordinators working in the three communities. The disposition of these stories was as follows: 45 to the children's readers, 79 to the adult-oriented book of legends, and 25 were not used.
2. Translating the stories	2. Translators selected from the three communities, working with the audiotaped stories told in Cree, wrote the stories in English. This task was completed in the autumn, 1980.
3. Producing drafts of the readers	3. The translated stories were edited to meet vocabulary standards and organized into four volumes, one for each season of the year, in preparation for pilot testing. In addition to the contributions of the story-tellers, teachers have contributed songs and poems for inclusion in the readers.

4. Pilot testing the readers	4. The readers were pilot tested in the three schools: in Fox Lake, with Grade II's taught by Jeannette Desorcy; in Garden River, with Grade II's taught by Marie MacGillivary; and in John d'Or Prairie, where there was an unstable situation wit the Grade II class, with Grade III students taught by Jeannette Berger. The feedback from the pilot test was interpreted positively by the Little Red River project group Adjustments in the content have been made. No illustrations were used in the draft readers used for the pilot project an this detracted from their motivational quality. Teachers in the pilot project had to supplement the written materials with their own pictures. Nevertheless, the results of the pilot test were such as to confirm the prediction of project leaders that teaching materials firmly rooted in community life would be well received by students. In final form there will be four readers, one for each season. The readers will each be 100 pages in length.
5. Gathering and selecting photographs	5. In the first year of the project (1979-1980), posters were prepared asking for photographs, contemporary and historical for inclusion in the readers. Some five hundred photographs were acquired this past year from among which 150 were selected by Board members for inclusion in the book of legends. A Fox Lake teacher and the Bay manager at John d'Or Prairie copied the pictures. (Because negatives were not available there has been some loss in picture quality.) Sixteen blow-ups were made for school use. Photographs of th fifty story-tellers will also be included in the readers and the book of legends.

6. Preparation of posters	6. As supplements to the readers in creating a more complete learning environment for the reading series, sixteen posters have been prepared. Twelve artists in the community were approached and asked to do two posters each; from among those submitted twelve were selected for production, keyed to the seasons of the year. Honoraria of $75.00 were paid to the artist for each poster selected. Prints have been made for use in classroom displays.
7. Preparation of illustrations	7. Some six hundred illustrations, black-and-white line drawings, will be used in the readers. Again community artists have been asked to do these, the theme addressed by each artist being developed in conversations between the artist and the Little Red River Education North coordinator. Roughly 400 illustrations had already been submitted at the conclusion of the reporting period. Related to this aspect of the project, a student art contest was held this past school year with prizes being awarded in three age-group categories. The best picture will be included in one of the readers.
8. Producing a book of legends	8. An outcome of the project not anticipated when the project was initiated is the production of a book of legends for the adult members of the community. To be entitled Kayas, which means long ago, one thousand copies of the book of legends will be printed and one copy will be given to each family in the three communities. Work this past year has involved translation of the stories from English into Cree syllabics.

ii. A debt problem dating back to the initiation of the project in the autumn of 1979 was resolved when the Minister of Education, satisfied that the debt was not the result of mismanagement, retired $18,000 in accumulated debt, and thus returned the Society to a sound financial footing.

Observers note that there has been some fall-off in attendance at Board meetings. This may be the result of two factors: (a) the lesser degree of visibility of the project this past year, as the focus of activity moves away from the community (the collection of stories) to the more technical and remote production tasks; and (b) related to the previous point, in a certain sense there is less need for the active involvement of a Board with strong roots in the community at the present stage of the project.

This latter point will be elaborated. During the initiation and story-gathering stages of the project, the support of community leaders was essential. Without this support doors would not have been opened warmly to the story-gatherers because their inquiries would not have been readily understood. These problems have now been overcome, the stories and other materials have been gathered, and for the moment energies in the project are channelled towards the preparation of finished products. Not until the materials are ready for use will the support and involvement of community members be again essential.

Summary and Future Prospects

This has been another successful year for the Little Red River Education North Society. The Society has found a unique way of establishing an efficient and effective interface between community involvement and professional/technical expertise.

Community members have been involved in a variety of ways: in creating a climate of support and goodwill for the project; in telling, gathering, and translating stories; as artists, photographers, and archivists; and as decision-makers (with the advice and assistance of the coordinator) in shaping the contents of the readers and book of legends.

On the other side of the interface, the professional judgements of teachers and graphic designers have also been brought to bear in selecting and designing the contents.

The management of this interface between community involvement and professional/technical expertise has been the responsibility of Ian Sewall. Observers of the Little Red River project report that his energies and convictions have been essential to its success. In the words of one such observer, "There's absolutely no doubt that this is Ian's project. Without him it would fold." Observers emphasize his ability to motivate and encourage community people to do the jobs he asks them to do, the acceptance he enjoys, and the regard in which he is held by members of the three Little Red River communities.

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CHAPTER IX

THE SLAVE LAKE COMMUNITY EDUCATION ASSOCIATION

Background

Along with the town of Lac la Biche, Slave Lake is the most urban and accessible of the Education North project settings. It is located 250 kilometers north of Edmonton on the eastern tip of Lesser Slave Lake and has an excellent highway connection with the city.

As a result of oil discoveries and developments in the forestry industry, Slave Lake experienced rapid growth beginning in the mid-sixties. It was incorporated as a village in 1961 and attained town status in 1965. Three schools and an early childhood program serve the community with programs from pre-school to Grade XII.

There has been extensive community change in Slave Lake associated with the economic expansion noted above. Most of the development has taken place under joint federal-provincial programs with a focus on three areas: job creation, social adjustment, and development of infrastructure. In the early seventies planners envisaged a total population of about 10,000 people. This did not materialize because of a drastic slump in the forestry industry, and the population seems to have levelled off at about 4,000 persons, divided evenly between Natives, both status Cree and Metis, and non-Native.

A Community School Liaison Committee, an information exchange body made up of the three Slave Lake principals and other school officials together with interested community

members, had been created in the early seventies as a response to gaps noted on both sides of the relationship between school and community. This committee evolved into the Slave Lake Community Education Association in 1979 as a result of the impetus provided by the provincial Education North program.

The Association in June, 1980

In last year's annual report we reported that in June, 1980 the Slave Lake Community Education Association "had new and as yet untested leadership, and a year of activities in which some definite successes were intermixed with plans that were not successfully implemented...". Two intertwined organizational problems had plagued the Association during its first year of operations, one having to do with the elected leadership, the other with the coordinator employed by the Association.

The first Board of the Association in the concluding weeks of its term in office had placed the coordinator on what amounted to probation. Explicit expectations for his performance had been stated and a rigorous performance review was to be conducted at the conclusion of the review period. These demands for changed performance on the part of the coordinator had been spear-headed by the acting president of the Association, Vivian McCoy. Mrs. McCoy had been an active member of the old Liaison Committee and had been a major energizing factor one year earlier when the Slave Lake Association was being organized.

In the weeks preceding the 1980 annual meeting, the relationship between the Board, especially its president, and the

coordinator were strained and if any mutual trust and confidence remained, external observers felt that it was slight indeed. At the annual meeting Vivian McCoy was defeated by another board member, Madge McRee, in the election for the presidency. Observers interpreted this result as significant for two reasons: (i) as a re-orientation of the Slave Lake Association towards the concerns of Native people, and (ii) as a strengthening of the coordinator's hold on his position.

Although she was passed over for the presidency, Vivian McCoy was elected vice-president, a position which she resigned a few days later when on reflection it had become clear to her that the Association was embarked in a direction which she could not support. Two of her supporters on the Board resigned with her, and with these resignations the continuity with the now defunct Liaison Committee was broken.

Madge McRee thus began her presidency on a series of unsettling notes: (i) the recent history of discordant relationships with the coordinator, (ii) the resignations of three Board members who were protesting a possible re-direction of the Association (which was in their eyes implicit in the McRee election), and (iii) the checkered record of success and failure in the past year's program.

This latter point will be expanded upon briefly. There were six emerging elements in the program of the Slave Lake Community Education Association during the autumn and winter of the 1979-80 school year.

i. the development of a community resource inventory which could be used by teachers;

ii. a monthly newspaper supplement publicizing educational events and activities in the community;

iii. sponsorship of a series of speakers on the general theme of "parent development";

iv. organization of parent-teacher evenings;

v. initiation of the Lunch-Time Fun program to provide school students with an activity program during the lunch hour; and

vi. funding the community's Block Parents program.

Activities (v) and (vi) had been initiated late in the year and their effectiveness was as yet untested. Work on the community resource inventory had stalled early in the year, and at year's end this program was inactive. The program of parent-teacher evenings, which was focused on the E.G. Wahlstrom School, had been initiated early in the year; but the program had met with only mixed success and at year's end did not enjoy the warm support of the school administration nor had an active parents' group at the school level been organized. The parent development speakers series, the roots of which dated back to the Liaison Committee, and the newspaper supplement functioned well throughout the year.

Significant Organizational Events, 1980-1981

The energies of the Board of the Slave Lake Community Education Association this past year have been largely absorbed in resolving problems in the relationship of the coordinator and the Board. In hindsight it is clear that these were not new problems; rather, the were carryover or unresolved problems from the year previous, with one additional problem which centered on the performance of the Association's treasurer.

Towards the mid-point of this Board's term of office the treasurer was dismissed. Bills had not been paid; the necessary report on a bingo sponsored by the Association had not been submitted to the provincial government; the Board had not been receiving adequate monthly reports on its financial status. The treasurer had been lax in the performance of his duties and the Board responded by dismissing him. A secondary outcome of these events was a growing recognition by Board members that they -- and their coordinator -- had been negligent in their duties by not insisting on a higher standard of performance by the treasurer.

In January, 1981, the Association's Evaluation Committee initiated a review of the coordinator's work. There was a growing conviction among them that, in the words of one Board member, "he [the coordinator] was quite literally doing nothing." At the time that the 1980 probationary period had been imposed the coordinator had been instructed to improve in a number of areas of work performance as well as dress, appearance, and attitude. Standards were specifically stated. For example, he was required to make contact with at least three families with school children

each week. It appears that the coordinator's work had improved because at the end of the probationary period his appointment was reaffirmed.

By late autumn, 1980, some Board members had again become concerned. Parental visitation, they contended, was unsatisfactory; written reports were not being submitted as requested. Furthermore, these Board members felt that "[the coordinator] should have been on top of the treasurer situation" and that communication with the schools, especially the principals, was inadequate. Gradually, these dissatisfactions came to a head during the late autumn and early winter.

The Association's evaluation committee met with the coordinator in early February, 1981. When informed that a recommendation that he be dismissed would be going forward to the Board, he responded by declaring an intention to resign. He wrote out a letter of resignation immediately and circulated the letter widely in the community. An uproar resulted.

Bruce Thomas, the editor of The Scope, in which the Slave Lake Association's education supplement was printed and circulated, and who had been active in one of the Association's programs, wrote several articles in which he was very critical of the Education North program in Slave Lake and, in addition, claimed that the coordinator had been dismissed improperly.

Apart from the unfavorable publicity which the incident generated, and the diversion of energies away from pursuit of the Association's objectives, there is little evidence that the Slave Lake Association has suffered irreversible damage. Indeed, there

is some evidence that the Board is more unified now than at any time in the past. In the words of Madge McRee "the Board was strong and rode it out." A new coordinator, Mrs. Mary Rice, began work in early May, a new Board was elected later in the month with very little change in membership, and as the Association began its third year of operations this more experienced and tested group was optimistic about its prospects.

Explanations for the breakdown between Bob Harrold and the Association vary. Disinterested observers tended to emphasize two points:

i. At the root of the problem was a fundamental mismatch between the requirements of the job and the characteristics of the person who had been asked to fill the position. The job required an individual who was a self-starter and who could both give leadership to the Board and receive leadership from it. None of these conditions were adequately met.

ii. The Board was operating within relatively imprecise policies and with relatively little routine and structure. To the degree that the coordinator was unable or unwilling to exercise leadership in these ambiguous circumstances, the Board would itself have to exercise [illegible] and directive leadership. This it did not do.

The coordinator himself accounted for his difficulties in working for the Association in these terms:

i. "I felt pulled in different directions. There were too many chiefs (the members of the Association's Board) and only one Indian -- and that was me. This could be improved by having a strong executive committee that would work closely with the coordinator."

ii. "The guidelines for the coordinator's job were very general and imprecise. I expected more definite guidelines than the Board gave me. ...On top of this they showed very little trust in me."

iii. The work of the Association should be tied more closely to the schools, with definite and direct input from the principals. "It has to be tied to the power structure. ...The coordinator should be an educator. He should function as another vice principal in the school." When asked about the effects of his suggestions on parental involvement, he replied: "It would not diminish parental interest. ...It would increase parental interest because parents would be tied into the power structure."

One additional factor may have contributed to the breakdown in the relationship of Board and coordinator. In the months of November and December, 1980, Madge McRee, the Association president, and Denise Duprés, the vice president, had initiated discussions to re-classify the coordinator's job from half-time to full-time. Because this would require re-negotiations with provincial authorities regarding program plans and budget, the support of the provincial coordinator, David Young, was sought. When it was clear that his support for these revisions was not to be forthcoming, the effort was dropped.

Observers of the Slave Lake Association note that the so-called "slowdown" -- or as Bob Harrold put it, the "work to rule" -- seems to have become more apparent at this time.

In summary, a number of factors seem to have contributed to the relationship breakdown: some of these relate to personal characteristics of the coordinator, others to the method of functioning of the Board, and still others to beliefs and principles regarding the implementation of community education. This breakdown absorbed a high proportion of Board energies this past year, but does not seem to have dealt such a heavy blow to the Slave Lake Association that recovery is unlikely.

The Slave Lake Program, 1980 - 1981

A summary of the Slave Lake program activities during this past year is presented in Table 12. Applying the distinction, society-managed vs. society-funded, the program elements can be categorized as follows:

Society-managed	Society-funded
1. Lunch-Time Fun	1. Schurter Parents' Newsletter Group
2. Wahlstrom Parents' Association	2. Block Parents' Committee
3. Parents - as - Tutors	3. Library Use and Book-Awareness Committee
4. Resource Inventory Committee	*4. Newsletter Committee
	*5. Parent Development Committee

The two program areas marked with an asterisk (*) are placed in the society-funded category because of their autonomy from the Board, as evidenced by the fact that during this past year they had no representation on the Board and that the Community Education Association contribution to these programs was more financial than managerial.

Application of the distinction between Society-managed and Society-funded programs leads to a clear conclusion which can be drawn from the program summaries presented in Table 12. The society-managed components of the program seem to have ground to a stand-still; the society-funded aspects are relatively healthy and vigorous. This is, of course, consistent with the view generally held by close observers of the Slave Lake Association that the energies of Board members this past year were drawn down by the severe internal organizational problems that had to be solved.

Table 12

THE SLAVE LAKE PROGRAM

1980 - 1981

Program Element	Comments
1. Parent Development Committee	1. This speakers' series is an extension of the activities of the Liaison Committee. This year five presentations were sponsored with attendance in the 10 to 20 range for each. In addition to these presentations, a session dealing with "creationist theories" drew 215 people. The Parent Development program was rated as effective by all observers, with one qualification, namely that intercultural themes were neglected in this year's program.
2. Newsletter Committee	2. Monthly supplements dealing with news about education in the Slave Lake area were again published and distributed through The Scope. Observers rated this an effective program.
3. Lunch - Time Fun Committee	4. This program was organized as a twice-weekly activity to run throughout the autumn term. The program "collapsed" and was not extended into the post-Christmas period as originally planned. Two reasons were advanced: loss of interest on the children's part, and the frustration of the committee chairman, Bruce Thomas, over difficulties in recruiting parental volunteers to supervise the program.
4. Wahlstrom Parents' Association	4. The Community Education Association, in cooperation with the Wahlstrom teachers, organized a meet-the-teachers night in October which was attended by more than seventy persons, about half of them being parents. This was rated a very successful event. An attempt to activate a parents' organization at the school level failed.

5. Parents-as-Tutors	5. The intent of this program was to identify parents who would be interested in coming into the schools to help individual students who were experiencing difficulties in their studies. Gloria Harrold, the wife of the coordinator and a teacher at Wahlstrom, provided the leadership for this program. Wahlstrom was to be the initial focus, parents would be assigned to teachers who requested this kind of assistance. The program faltered and eventually ended when no teachers, apart from Mrs. Harrold, declared an interest in becoming involved with parent volunteers.
6. Resource Inventory Committee	6. This program was directed towards preparation of convenient listings of persons, places, and events that could be called upon by teachers to enrich the school program. Begun in 1979-1980 it soon fell into dormancy and was inactive during the current year.
7. Schurter Parents' Newsletter Group	7. A parent group at E.G. Schurter Elementary School publishes a school newsletter on a bimonthly basis, with the help of a $560 grant from the Slave Lake Association. The relationship is solely financial. The group was organized on the initiative of the principal who maintains her involvement on an advisory basis.
8. Block Parents' Committee	8. This active, independent community organization receives a small grant from the Slave Lake Association ($400 this past year).
9. Library Use and Book Awareness Committee	9. With a budget of $1400 this year, the Library Use Committee focused its activities on a puppet workshop and purchasing materials for the Early Childhood Services Media Centre.

Partly by design, partly as a result of circumstances, the Slave Lake Community Education Association has evolved towards a system of largely self-sufficient committees. One member of the Board described their method of operation as follows: "The Board of our Education North Society is for the most part an administrative and funding body. The committees stand on their own and if alternate funding sources can be found they will continue to function after Education North has ended."

Summary and Future Prospects

The consensus of views regarding this past year's operations of the Slave Lake Association is summarized as follows:

i. In terms of program effectiveness, this past year has been disappointing for all persons involved with the work of the Association.

ii. The organizational problems experienced over the past year seem to have been solved. A new coordinator has been hired; a new Board has been elected with very little change in composition. The Board is unified and has a more clearly defined idea than at any time in the past as to what its program priorities should be.

iii. There is widespread recognition, and considerable regret, that having just disentangled itself from organizational problems which have interfered with its operations for more than a year, the Board has only one year to show what it can do.

When Board leaders look ahead to next year's program, they seem agreed on the following points:

i. The Board's efforts have been thinly distributed over a number of program areas. The Association should focus its effort and attention on a smaller number of activities.

ii. Areas deserving of the Board's attentions are: parent-school committees, the newspaper supplement, involvement of Native people, and the search for alternative funding sources.

When spokesmen for the schools comment on the future role of the Association, a different and not necessarily complementary set of themes emerges: an emphasis on the value of the funding the Association can provide to activities managed by autonomous groups; strong preferences for school-initiated and school-managed parental involvement projects; and some reservations about the operations of the Slave Lake Association.

* * *

CHAPTER X

THE WABASCA-DESMARAIS EDUCATION NORTH SOCIETY

Background

Wabasca and Desmarais, although separate hamlets, tend to merge over an approximately twenty square kilometer area and are usually considered as a single community. The Bigstone (Wabasca) Indian Reserves are adjacent to Wabasca-Desmarais and are also considered as part of the community.

This community is located approximately 400 kilometers north of Edmonton, and may be reached via Highway 2 (to Slave Lake), followed by 150 km of gravel highways. There is a gravel air strip but no public transportation other than taxi and ambulance service.

1. Population. One-half of the total population of approximately 1600 persons live on the Bigstone reserves and the other half, largely non-treaty Natives, live in Wabasca-Desmarais. There is considerable transiency in the area with people moving among the reserves and the settlement, and between the area and such places as Slave Lake, Fort McMurray, and Edmonton. Approximately one-half of the Native population has treaty Indian status. The total non-Native population is less than one hundred.

Serious rifts and hostilities between organizations and community factions are characteristic of the area.

Historical records indicate that the Lesser Slave Lake area was essentially empty of human population prior to 1780 and that the vacuum was initially filled by Ojibway and Ottawa Indian

trappers who were closely attached to the trading posts, and eventually by the more independent Cree.

The Cree of the region north of Lesser Slave Lake advanced from Lac La Biche by way of Calling Lake between 1800 and 1850. At the same time a family of Beaver Indians moved from the Pouce Coupe region. The surname Beaver which is frequently encountered in the Wabasca area reminds us of this early Beaver settlement. The Cree language became the language of the area through intermarriage.

2. The Economy. There is a very low level of productivity in the Wabasca-Desmarais economy. In addition to the teachers, there are approximately fifteen non-Natives and ninety Native people who have full-time employment in the community. Most of the employed people are in public service occupations.

Among those who do not have full-time occupations, some have part-time employment and many depend on social assistance. Most families have a trapline and there is some seasonal employment in lumbering, fish and game, and fire-fighting.

3. Education. There are two schools in the area, both of which are operated by the Northland School Division: St. Theresa School in Wabasca which offers Grades 1 to 6 to 280 students, and Mistassiniy (the Cree word for big stone) School in Desmarais which offers Grades 1 to 12 to 260 students.

These schools were operated by the Anglican and Roman Catholic churches for roughly sixty years, ending in 1960 when they were taken over by the Alberta government and administered by the Northland School Division.

Another school, St. Martin's Indian Residential School at Desmarais, which had been a mission school, was closed in 1973 and converted into a community centre by the Bigstone Band. When a November 1979 fire destroyed a major part of Mistassiniy School, the community centre had to be pressed back into service again as a school.

In the past most students dropped out of school at Grade 6 but, in recent years, more students are remaining in school until Grade 9. Very few students complete high school.

The Society in June, 1980

Work towards establishment of the Wabasca-Desmarais Education North Society began in January, 1979 when a public meeting was held to discuss the project. Key persons in the development of a proposal for submission to the Minister's Advisory Committee were Lorna Gladue and Janice Dean.

Lorna Gladue had been appointed by Jerry Hunt, the local Opportunity Corps supervisor, in June, 1979 as a community development facilitator to assess community views about the Education North project. Janice Dean, who had recently been appointed as the assistant coordinator in the High Prairie office of Education North, assisted Lorna Gladue and a community group with shifting membership to identify needs and to write the proposal.

By mid-September the proposal was ready for submission to the Minister's Advisory Committee, and in early October approval in principle for a Wabasca-Desmarais Education North project was given. Work towards finalizing details of the project was dealt a

severe blow when, on November 3, the new Mistassiniy School and Health Centre were destroyed by arson. Although the local Education North project committee was re-convened in late November to prepare the additional detail needed for final confirmation of the project by the Minister's Advisory Committee, in retrospect the school arson incident seems to have had two negative effects on the Wabasca-Desmarais project: (a) an overall demoralizing effect on the teachers and parents most interested in working towards improvement of school-community relationships, and (b) a diversion of energies away from the pursuit of Education North objectives to the immediate, pressing requirements of replacing the facilities that had been destroyed.

Whether it was for these reasons alone, or whether (as now seems likely) other factors were involved, the Wabasca-Desmarais Education North Society made only a few halting steps towards active operations in the spring of 1980.

i. In early March the officers of the Society were elected at a community meeting attended by about ten people. (An attempt to elect officers at a community meeting some weeks earlier had failed when only three persons appeared.) The Board was constituted as follows: Terry Lusty - president, Cheyenne Cardinal - vice president, Sharlotte Kiss - secretary, Philip Nanemahoo, Paul Gladue, Kathy Gullion, Sharon Russell, and Jim Sharpe. Three members of the Board were teachers: Terry Lusty, the president, Sharon Russell and Jim Sharpe. At the time of the Board elections, only Jim Sharpe was expecting to leave the community. Thus, stability of Board membership seemed to be assured.

ii. A coordinator, Mrs. Cecile Young, was appointed in mid-June.

iii. As of the end of June no program activities had been

implemented. Terry Lusty, the Society's president, reported that he was trying to bring the Board together to discuss priorities for Mrs. Young's work during the summer.

iv. Mr. Lusty reported five areas in the Society's program: (a) community use of school facilities, (b) job career counselling, (c) activity chaperones, (d) community involvement in cultural activities, and (e) development of a community resource inventory.

Significant Organizational Events, 1980-1981

On April 24, 1981 the Minister of Education, David King, wrote to Terry Lusty, the President of the Wabasca-Desmarais Education North Society, to terminate the agreement whereby the Society was recognized to be a participant in the provincial Education North program. In his letter the Minister noted the lack of "sustained interest, locally, to enable the project to function as intended." With this decision to withdraw provincial recognition and to terminate funding, the Wabasca-Desmarais Society lost the resources necessary for effective action. A review of its operations over the past year reveals that the Society had lost its potential for effective action some months before the Minister's decision, if indeed it ever had the potential.

From the outset the Society was plagued by problems which in their nature were not unique to Wabasca-Desmarais. The unique features of the Wabasca-Desmarais situation are not to be found in the nature of its problems but rather in their severity and in

the inability of the Society's leaders to cope with them. Three clusters of problems can be identified:

1. Winning Community Support. The most obvious indicator of the failure of the Wabasca-Desmarais Education North Society to win community support was its inability to constitute a Board. It had been the intention of Terry Lusty, the President of the Society, to convene a meeting of the Board prior to the conclusion of the 1979-80 school year, as noted above. This meeting was not held. He and the other teachers left the community for the summer. Without a president, the Board was inactive over the summer months, and Cecile Young, the coordinator, was left without a set of Board-established priorities to guide her activities during this peiod. She used this time to talk to community people about the goals of Education North and to compile a parent resource inventory of about twenty persons.

The teachers on the Education North board, Jim Sharpe excepted, returned to the community in the autumn but two other Board members, Cheyenne Cardinal and Sharlotte Kiss, did not. Thus it was necessary to find a new vice president and secretary-treasurer, and a replacement for Jim Sharpe.

As events were soon to reveal, the problem with Board membership was even more severe than seemed initially to be the case. A quorum of Board members could not be achieved at either the September or October board meetings.

In November two further meetings were scheduled. Some details of the first meeting are relevant. The meeting was held at Cardinal Point Hall, a lantern-lit log structure heated by a

simple wood stove made from a steel barrel. There was no agenda, no minutes, and for the third time that autumn no quorum. Those who were there had difficulty in hearing each other because of the spluttering of the fire and the cries of toddlers at play.

David Young, the Education North coordinator, was in attendance and delivered a firm call to action. "You have a Society which isn't a Society," he said. At that moment he was close to the point of deciding that a recommendation be brought before the Minister's Advisory Committee to terminate the Wabasca-Desmarais Society. Observers report that his message seemed to strike home. Two decisions for action were made: Jerry Hunt, assisted by Cecile Young, would seek to recruit new members of the Board; and an immediate follow-up meeting, scheduled for one week later, would be held. This did not happen.

The next meeting, as it turned out, was not held until early December. Five persons prepared to serve as Board members were present at this meeting, the first time this had been achieved in the short, troubled life of the Wabasca-Desmarais Education North Society. These persons were: Terry Lusty, the president, Albert Yellowknee, Philip Nanemahoo, Sharon Russell, and Greg Gourlay. Three of the five -- Lusty, Russell, and Gourlay -- were teachers.

Several program ideas were discussed. Philip Nanemahoo suggested that Sunbear be invited to perform, but this suggestion was lost in the discussion of Terry Lusty's suggestion that Maria Campbell and Shannon Two-Feathers be invited to the community. Albert Yellowknee recommended that the Society sponsor evenings

of old-time dancing, but no support for this idea was forthcoming. The earlier commitment to create a cultural display room in the Desmarais Centre was reaffirmed. A mid-December meeting was agreed upon at which goals and objectives would be discussed. Cecile Young was to organize this meeting but was not told of this decision (she was absent from the present meeting because of illness) and the meeting was not held.

A quorum was again not achieved at the January meeting of the Board. The four Board members present discussed the Society's goals and objectives paper. Further planning was done for the Campbell/Two-Feathers event. Observers present at this meeting could not help but note the overt conflict between the president and the coordinator. From the president's perspective, the coordinator was not working sufficiently hard. In turn, the coordinator asserted that she had been seeking direction and not getting it.

The February meeting was devoted to finalizing the arrangements for the February 6th visit of Shannon Two-Feathers and Maria Campbell. Furthermore, Cecile Young was given direction in collecting stories, artifacts, and photographs for the proposed cultural resource centre.

The visit of Campbell and Two-Feathers to Wabasca-Desmarais was very successful. During the day, a school assembly was held at which Shannon Two-Feathers sang, and Maria Campbell read from her own writings and encouraged students to do their own writing. A public performance was held in the evening with some two hundred people from the community in attendance.

At the March meeting of the Board the annual meeting of the Society was scheduled for March 16th. Cecile Young was asked to seek out persons who would be willing to serve on the new Board.

The Annual Meeting of the Wabasca-Desmarais Education North Society was attended by seven residents of the community, three of whom were teachers — Lusty, Russell, and Gourlay. The four community people present at the meeting were new to the project. Cecile Young, the Society's coordinator, was herself absent from the meeting. Her absence, and the disappointing turnout of community members, could in part be explained by the unfortunate choice of dates for the annual meeting. The march of the Bigstone Band on Edmonton to publicize the needs of the community and to muster public support for substantially greater financial support from the federal Department of Indian Affairs had begun earlier that very day.

At the suggestion of Janice Dean who was representing the provincial Education North office at the meeting, the group assembled decided not to proceed as an annual meeting. Instead, Terry Lusty reviewed the Society's goals and plans for the four people new to the project, and there was some discussion of next steps. At Janice Dean's urging no new date was set for another try at holding an annual meeting until an assessment could be made by the provincial Education North office of the community's readiness to persist with the project.

In the meantime, the Minister's Advisory Committee had affirmed that one more attempt be made by the provincial Education North coordinators to activate the Wabasca-Desmarais

group. It appears as if the aborted annual meeting may have been that last attempt. In late March David Young, the provincial Education North coordinator, telephoned Alberta Education in Edmonton to put a hold on the first cheque payable to the Wabasca-Desmarais Society in the new (1981-1982) fiscal year beginning on April 1, pending one last attempt to activate a Board. With no further action on Young's part nor on the part of the Minister's Advisory Committee, Minister of Education David King acted on April 24th to terminate the Wabasca-Desmarais project.

Subsequent to the Minister's action, the provincial Education North staff made several attempts to "close the books" on the Wabasca-Desmarais Society without success, because of inaction on the part of the Society's president. Education North funds remain frozen and inaccessible to the provincial organization at the end of the current reporting period.

2. Developing a Leadership Team. The events outlined above detail the failure of the Wabasca-Desmarais Education North Society to develop a firm base of community support. One should attribute this failure, in major part, to community characteristics. There can be no doubt that during the period reviewed in this report Wabasca-Desmarais was a volatile community. The March of the Bigstone Band referred to above is indicative of the frustration and helplessness experienced in a community faced with seemingly irresolvable social and economic problems. The situation is further complicated by the stalemate of efforts to rebuild Mistassiniy School. The Bigstone Band

Council insists on having its voice heard in planning the program to be offered in the new facility. Until a way can be found to satisfy the Band Council that it is being listened to by the Northland School Division, the federal funds earmarked for rebuilding the school will not be released and the stalemate will persist. Tensions and antagonisms accumulate.

In such a context, it might well be argued that irrespective of the quality of local project leadership, success would be elusive. Granting all of this, it is nevertheless the case that the failure to develop a cohesive leadership team was a factor contributing to the ineffectiveness of the Wabasca-Desmarais project. In two senses, sound, mutually supportive relationships did not develop:

-- between the president and the coordinator -- the one claiming low productivity; the other, lack of direction. (The similarities between these claims and those reported for the Slave Lake project are evident.)

-- between the president and the other Board members, with the interfering factor seemingly the single vision of the former and his inability to build a collective vision for the Society which could be shared by all members.

3. Effective Planning and Management. Apart from the volatility of the community and the effect this had on building community support for the Education North project, apart from the personal factors which interfered with the development of an effective leadership team, one other factor stands out in analyzing the rise and fall of the Wabasca-Desmarais project -- the inefficiencies in planning and management of the project. Repeatedly, key items of information were not communicated to key

persons, meetings had to be re-scheduled, agenda and minutes were not prepared.

Because of the basic, simple nature of these tasks, the fact that they were so often not done well by persons capable of doing such work very well leads to the surmise that the factors discussed above -- the lack of community support and the fragmented nature of the leadership team -- were impinging on the abilities of the leadership personnel to perform any task at a consistent level of competence.

Concluding Remarks

The analysis presented above reaffirms the importance of community support and a strong, cohesive leadership team if Education North is to succeed at the local community level. In Wabasca-Desmarais the potential for strong community support was diminished by historical factors, bad luck (the Mistassiniy arson incident), and local politics (the Bigstone Band - Department of Indian Affairs - Northland School Division triangle).

Stronger local leadership for this Education North project could perhaps have compensated partially for these circumstances which were draining away community support. A sharper project focus might also have helped. But these are speculations. The Wabasca-Desmarais project has shown us that given the leadership resources available, and given the particular circumstances of the community, there are definite limits to what can be accomplished by the local education society strategy.

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CHAPTER XI

SUMMARY

In the last seven chapters, we have described in case study form the activities and accomplishments of the local Education North societies during the past year. Except in the few instances where a departure was necessary, we have followed a consistent pattern in presenting the case studies. First of all, community characteristics and local educational services were discussed briefly to provide a context for the presentation of material directly relevant to the activities of the local education society. Secondly, the state of each society at the end of the last reporting period (June, 1980) was reviewed. In the third and fourth sections, respectively, significant organizational events and the society's program of activities in 1980-1981 were outlined and commented upon, with special emphasis being placed on community involvement and leadership. The concluding section of each case study was made up of a summary and comments regarding future prospects of the society.

The six-stage developmental typology reported in the first annual report, and presented in slightly amended form as Table 13 in this report, is again used to identify the present stage in the development of each local education society. In Figure 6 the current status of each society is presented graphically, in juxtaposition with last year's status for ease of comparison.

In the discussion of the stages of development typology in last year's annual report, it was noted that:

> ...progress from stage to stage is not necessarily uniform and secure. Progress may be halting, especially at the early stages, and then great progress may be made quickly. On the other hand, it is possible that because of a severe organizational crisis -- for example, a key program experiences failure -- a society which had been functioning at [a higher level] may slip back to a [lower].*

An inspection of Figure 6 reveals that these predictions have been confirmed. Two of the local societies -- Lac La Biche and Little Red River -- have made uniform and apparently secure progress from the active program operations to the fine tuning stages in the past year. A further two societies -- Fort Vermilion and Fort Chipewyan -- have progressed from early operations to active program operations; and a fifth society, Atikameg, has progressed from the initial organization to the early implementation stage. Taken together, five of the seven societies have developed in a positive direction during the past year.

Two societies, on the other hand, have retrogressed during this period. The Slave Lake society, which had achieved the early implementation stage in its first year of operations, is now at the early operations stage. The Wabasca-Desmarais society which had reached the early operations stage in June of 1980 was afflicted by such intense disorganizing factors during the past year that provincial financial support has been withdrawn.

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*E.J. Ingram and R.G. McIntosh, The First Annual Report of the Education North Evaluation Project, p.116.

This brings to a conclusion Part Two of this second annual report. In Part Three, an analysis of Education North is presented, using a set of issues as the organizing framework.

TABLE 13

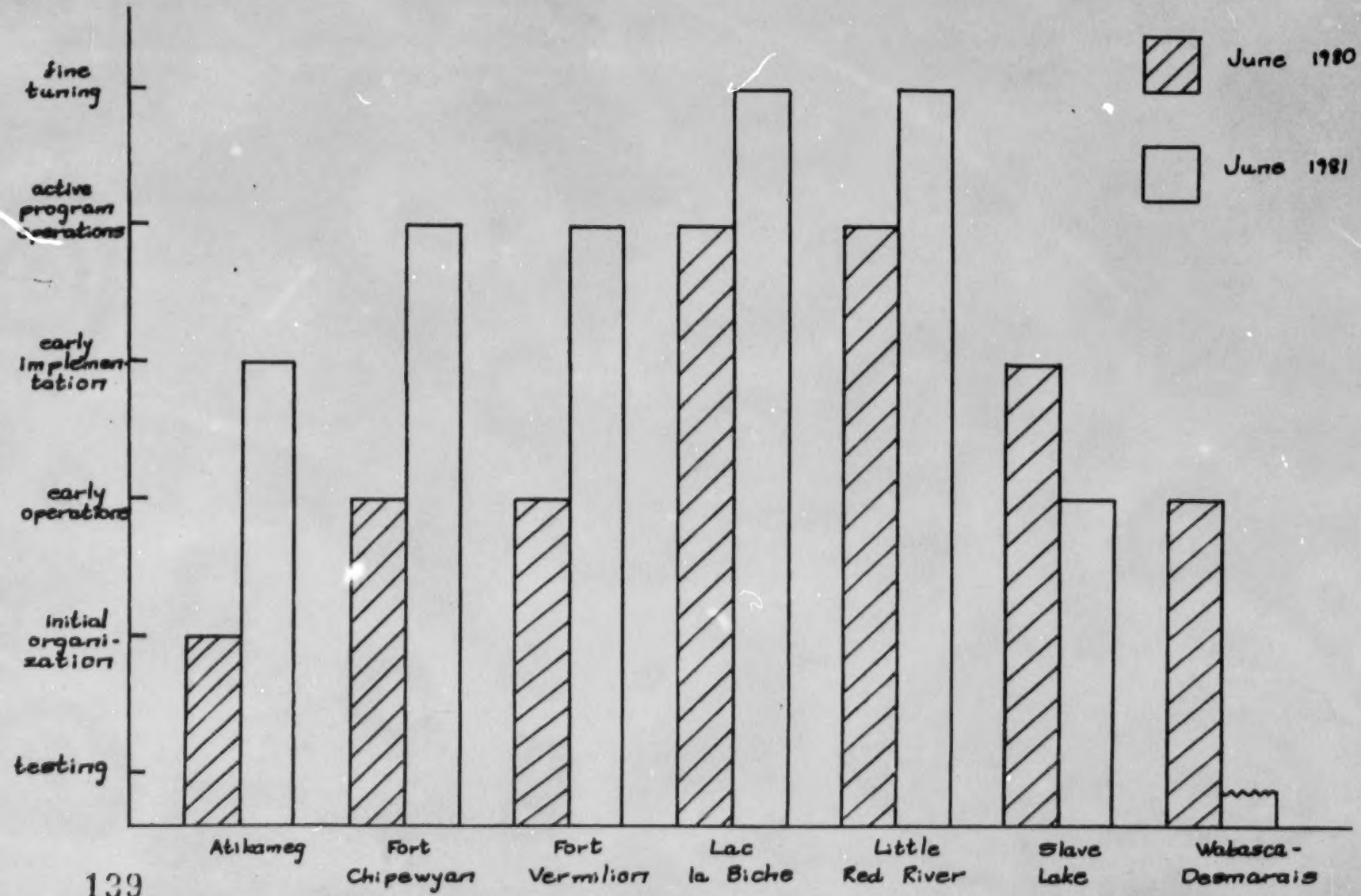
Stages in the Development of Local Societies

Stage	Description
I. Testing phase	This includes the initial community meeting at which the Education North idea is presented, and may extend a step beyond if a group is established to test further the idea of the EN program.
II. Initial organization	After gaining approval in principle for its program proposal, the community group proceeds to the election of officers, registration as a society, and writing a Schedule A.
III. Early operations	The Board of the society appoints a coordinator, takes steps to establish program priorities, and begins the recruitment of community persons to implement its program.
IV. Early implementation	At least one program of the society has been implemented. The organizational problems associated with active operations are being addressed and tentative solutions are being found.

V. Active program operations	A number of program activities are under way, not necessarily with the same degree of success. The organization is healthy but major problems such as succession of leadership must still be resolved. Program assessments, formal or informal, are under way and steps are being initiated to strengthen the less effective program elements.
VI. Fine tuning	Program activities have been evaluated and less effective activities have been upgraded or eliminated. There is general confidence regarding the competence of the society, both internal to the organization and external to it. Organizational problems, including leadership succession, have been handled successfully. The Board begins its search for "new mandates."

FIGURE 6

STATUS OF THE LOCAL EDUCATION NORTH SOCIETIES



PART THREE

ANALYSIS

CHAPTER XII

EMERGING ISSUES

Introduction

In review, the Education North project can be understood as a field test of a particular kind of citizen involvement strategy -- the local education society strategy -- which is directed towards ameliorating educational problems in the north.

The answers to a number of questions are being sought by the project evaluators. At the most basic level, the question is: Will the strategy work at all? Is it possible for local education societies to organize themselves and sustain an ongoing program of self-initiated activities? At the next level, the evaluation team is asking: What conditions or circumstances seem to be associated with effective local society operations? Finally, and here the data gathered in the evaluation project will only be suggestive of answers: considered alongside other strategic alternatives (such as the community school) to what set of problems, in what set of circumstances, does the local education society strategy seem most appropriate?

The evaluation team is not yet in a position to answer any of these three questions in a definitive way; plans call for the team to advise the Minister of Education as to future courses of action, based on the data gathered in the evaluation project, in the autumn of 1982. The team will organize its advice according to a framework which emphasizes strategic alternatives; within

this framework Education North, as a particular kind of citizen involvement strategic alternative,will be assessed.

As part of this assessment of Education North, issue analysis will be used. An update of the analysis begun in the 1980 annual report is presented below, and a summative analysis will be undertaken in the final report.

In the 1980 annual report of the Education North Evaluation Project, eight issues implicit in the operations of the local education societies and the Education North project as a whole were presented and discussed. A summary of these issues is presented in Table 14 and a re-analysis is presented in the pages which follow.

Accountability and Responsiveness

In last year's annual report a serious imbalance between accountability and responsiveness was noted. The desired balance has been restored as a result of decisive action taken by the Minister's Advisory Committee in the autumn of 1980. The Committee advised the Minister to replace the reimbursement method of financing Society operations with an alternative method based on a definite schedule of payments contingent only on approval of a program plan for the following year. This advice was acted upon and the frustrations and uncertainties regarding expenditures of funds have been eliminated.

TABLE 14

SUMMARY OF ISSUES
(1980 Annual Report)

Issue	Discussion
I. Accountability and Responsiveness	I. Education North is a strategy which seeks to motivate and support local educational improvements by harnessing the energies that are released when people tackle problems that are important to them. Implicit in the Education North strategy is a commitment to responsiveness in relation to the needs, wants, and competencies of local communities. On the other hand, local societies are to be accountable to Alberta Education, the funding agency, for the activities they have contracted to carry out and for spending their funds in a responsible manner. This requirement for accountability and the goal of responsiveness need not conflict; indeed, the dual requirements, if they are properly balanced, may establish a climate of positive discipline for the operating agency. In June, 1980 it was the evaluation team's contention that the requirements for financial accountability were such as to interfere seriously with the operations of local societies. Far from there being a climate of positive discipline, there was obstruction.
II. The Role of the Local Coordinators	II. There is general agreement as to the importance of the position of local education society coordinator and there is agreement as well as to the characteristics of an ideal

TABLE 14 (cont'd)

		coordinator. The position becomes an issue when terms of appointment are not clarified, when the relationships with the Board have not been worked through and accepted by both parties, when people with inappropriate skills are appointed, and when a new Board does not understand or accept the arrangements made by a previous Board. The evaluation team suggested in June, 1980 that high priority be given to clarification of roles and relationships by Boards and their coordinators.
III.	The Role of the Human Resource Professional	III. Most projects aimed at community or organizational development, in which grass-roots involvement is emphasized, make use of human resource professionals -- that is, persons with skills in managing and facilitating the work of groups. The application of such skills was not emphasized in the initiation of the Education North project. This seems to have been a deliberate decision which had its roots in a concern that professionals, especially teachers and school administrators, would dominate as local education societies were seeking to find their directions. In June, 1980 the evaluation team reported that the organizational problems faced by most of the societies could have been resolved more effectively if the assistance of "animateurs" had been available and recommended that societies make room for this kind of assistance.
IV.	Community Conflict	IV. In smaller communities such as those involved in Education North, conflicts within the community are more exposed and more difficult to manage than is the case in larger

TABLE 14 (cont'd)

	communities, because it is virtually impossible for individuals and groups with differing interests and goals to isolate themselves from one another when they live and work in close proximity. Conflict in the community becomes an issue in Education North when local societies take as a goal, or are forced by circumstances, to mediate conflict between community groups, or are viewed as pursuing the interests of one group to the detriment of another. In June, 1980 the evaluation team noted the importance of effective conflict management in the Education North project and recomended that interest group concerns be met, at minimum, by inviting such groups to participate actively through representation on the board of the local society.
V. Leadership in Volunteer Organizations	V. In order to survive, volunteer organizations such as the local societies in the Education North project must attract competent and motivated leadership personnel, maintain this leadership so as to ensure organizational stability, and provide for leadership succession without seriously disrupting the organization. These are difficult tasks for most Education North societies for several reasons: the leadership pool is small because of the size of the communities; a number of volunteer organizations are competing for the same pool of talent; and motivation is made more difficult by the breadth of the mandate and the uncertain future of the societies. In June, 1980 the evaluation team noted a "chicken-and-egg" dilemma facing Education North: It takes good leaders to create the desired conditions for attracting good leaders. On the one hand it is difficult to attract potential leaders to an organization with an imprecise mandate; on the other hand, as the local societies become more stable and their mandates are sharpened it should become easier to attract and hold good leaders. Training sessions were suggested as a means of increasing the pool of competent potential leaders.

TABLE 14 (cont'd)

VI.	Relationships with School Systems	VI. What role is appropriate for a school system in defining the nature of a local project and in managing the development of the project? What is the appropriate role for school system personnel at the leadership level in local Education North societies? To what degree should local projects have a school-focus as contrasted with a community-focus? The key emerging issue implicit in these questions is how to achieve the necessary autonomy for the small, relatively weak local education societies in relation to the large well organized, relatively powerful school systems with which they work, at the same time maintaining an equally necessary level of school system support and encouragement for the work of the local society. In short, the issue is one of balance between autonomy and support. In June, 1980 the evaluation team expressed a concern that this balance will be difficult to maintain: school systems were showing tendencies towards withdrawing support and/or assuming control.
VII.	The Meaning of Involvement	VII. Community involvement has been a central idea guiding the design, implementation, and ongoing operations of the Education North project. Project planners emphasized a particular notion of involvement, namely involvement in the policy decision-making process of the local Education North boards. In the June, 1980 report of the evaluation team it was noted that involvement had been given a number of interpretations by the local education societies as they worked out their programs during the first year of active program operations. These interpretations of involvement varied widely in terms of actual influence on policy decision-making. The evaluation report suggested that the situation could be understood in terms of a ladder of participation or involvement, the higher rungs of which would represent higher levels of involvement. ("Higher level" is to be understood in terms of amount of responsibility assumed, and/or the active, creative nature of the contribution.)

TABLE 14 (cont'd)

	The report went on to propose that the purposes of Education North can be understood in terms of nurturing more people to climb to higher rungs in the ladder of participation, and that involvement should be understood in an inclusive sense, rather than the narrower sense of involvement in policy decision-making.
VIII. Specificity and Clarity of the Project Focus	VIII. The issue here has to do with the narrowness or breadth of the area staked out by each society, within which its program of activities is being developed, and the effects this has on the workings of the society. In the June, 1980 evaluation report, several points were made in relation to this issue. Firstly, internal organizational problems seem to accompany the struggle to arrive at program priorities, a task made necessary by the relative breadth of the mandate assumed by each local society (other than Little Red River) when it came into existence. Second, the Little Red River Society can be distinguished from the other societies by its very specific project focus. Third, a sharply defined initial project focus is helpful in easing a society over early organizational problems. Fourth, if the local societies which started with a broader mandate can successfully handle these early organizational problems, they may be able to develop community leadership resources in a manner not being addressed to the same degree in the Little Red River project.

The Locus of Power in the Relationship of School and Community

In the 1980 annual report this issue was discussed under the heading relationships with school systems. Although the substance of the issue remains the same under this new heading, the revised wording pinpoints more exactly the matter at issue -- the allocation of power.

The Education North strategic alternative is clearly intended to place power, modest as it is, in the hands of community groups. This power is in two forms -- money and legitimacy in the eyes of the formal school system. By way of contrast, the community school strategic alternative, which has similar if not identical objectives to those of Education North, places no power directly in the hands of community groups; power resides in the school.

The locus of power can make a difference. To cite one example only, consider the situation at Fort Vermilion where staff members in both schools are debating the importance of the Education North option program in comparison to basic academic subjects. How much time should be allocated to the Education North options? At the root of this is a question of values. On the one hand, we have the values associated with the preservation of the local heritage and the active involvement of community members in the education of their children. On the other, we have the values associated with the basic academic skills and efficient, professional management of school instruction.

These values are being weighed in Fort Vermilion; at the conclusion of our reporting period it was not possible to discern

the point at which the scales would balance. But the fact that these values are being weighed at all is attributable to the power that Education North has conferred upon the Fort Vermilion Education North Society! Because a group of community members, including teachers, has power and is directing this power towards program enrichment in the schools, an important question of educational values is being addressed more seriously than would otherwise be the case.

The Dialectics of Voluntary and Retained Leadership

This issue area addresses the concerns raised in the 1980 annual report under the headings role of the local coordinator, role of the human resource professional, and leadership in volunteer organizations.

As noted in the preceding section, the local education society strategy seeks to stimulate citizen involvement in educational affairs by according voluntarily constituted community groups some degree of power to make decisions and implement programs related to education in the community. The power, limited but real, has two sources: the legitimacy accorded to the local education society by Alberta Education and the local education authorities, and the resources the society is able to command by expenditure of a yearly grant.

The local education society has some power, yes, but two factors place sharp limitations on the exercise of this power: (i) the fact that the societies exist largely on the sufferance of the local education authority; and (ii) the fragility of the societies as organizations.

The reasons for this fragility are of many kinds, ranging from problems in stimulating volunteer interest and commitment, through the lack of lay experience and skills in exercising organizational leadership, to the dialectics of voluntary and retained leadership. This latter expression is used to denote the dynamic, mutually enriching (or obstructing) relationship between a board of volunteers (the lay leaders) and the paid staff member(s) selected on the basis of credentials or qualifications to provide continuing, day-by-day leadership to the volunteer organization.

In last year's report, the evaluation team noted that although difficulties have developed in most societies over the role and responsibilities of the coordinator there is general agreement regarding the importance of the position. There is also general agreement that the ideal coordinator should (1) be trusted and respected in both school and community, (2) have high level facilitating and organizing skills, (3) be sensitive to problems and concerns of the society and the community, (4) have knowledge and insight into the workings of the school and community, (5) be able to catalyze efforts of volunteers, and (6) be on top of details without emerging as an authority figure.

As is the case with any staff appointment in any setting, compromises and trade-offs are made when societies select their coordinators. It is clear that societies have placed very great emphasis on factor (3), sensitivity to the community, in their selections to date, and in some cases this has meant the neglect

of the other factors, especially factor (2): high level organizing and facilitating skills.

Although such choices may cause problems in the longer run, the experience of the past two years has been such as to lend at least partial support for the decisions made by the local societies. One cannot point to the two societies which showed clear retrogression during the past year for evidence to the contrary. In both cases, conflict between the volunteer and retained leaders was in evidence but in neither case were limited leadership experience and lack of knowledge of the educational enterprise on the part of the local coordinator the significant factors in the decline of the society.

In one case, Slave Lake, the coordinator had been a teacher in a local school: he had detailed knowledge of the educational enterprise and the academic background and experience to offer the leadership required by the society. These advantages notwithstanding, a satisfactory leadership team did not develop in Slave Lake.

In the second case, Wabasca-Desmarais, again a properly functioning leadership team did not develop. The retained leader, Cecile Young, was a local person whose strength was in her sensitivity to the problems and concerns of the local community, and if she had weaknesses these would be in areas (1) and (2). It was not for these reasons, however, that the Society failed. On the contrary, it failed because of inaction on the part of the volunteer leadership. It is ironical to note that the president of this society was a member of the school's teaching staff and

although Native in ancestry was not a native of this community. Thus, the characteristics of the volunteer - retained leadership team at Wabasca-Desmarais were the precise reverse of those at Slave Lake, and in both cases an adequate leadership team did not develop. Neither case provides evidence however, which would call into question the emphasis on sensitivity to community concerns in the selection of local coordinators by the various Education North societies.

Education North as a Family of Strategies

This issue area builds on the concerns raised in the 1980 annual report under the headings meaning of involvement and specificity and clarity of project focus, and reflects a growing recognition on the part of the evaluation team that Education North is not a single, homogeneous strategic alternative but rather is a cluster of alternatives.

As a first step in delineating and describing the strategic alternatives in this cluster, the following classification is proposed:

i. the project strategy: as exemplified by the Little Red River project and discussed in detail in Chapter VIII.

ii. the funding strategy: The Lac la Biche society has adopted a "project funding approach." In a sense it is an Education North in miniature. Proposals which meet criteria established by the Society are invited from each community in the area, six in all. Society monies are divided approximately evenly among these communities. This "seed money" approach is intended to provide local communities with funds to get started on those community involvement activities of greatest interest to each community. Examples of funded community projects include: (a) Native dancing taught by local community members; (b) crafts classes for both students and adults taught by adults in the community; (c) the preparation and

presentation of puppet shows to depict the history of the area; and (d) the involvement of parents in teaching the fundamentals of curling and other sports important to the area.

iii. the society-managed programs strategy: The five remaining societies -- Atikameg, Fort Chipewyan, Fort Vermilion, Slave Lake, and Wabasca-Desmarais -- have adopted a society-managed program strategy. In other words, they have each organized and conducted, under the auspices of the society itself, various types of projects and activities designed to achieve the objectives of Education North. Examples include: (1) newsletters, (2) Cree language classes, (3) Native crafts, and (4) development of a "creative playground."

Community Conflict

The concerns raised in the 1980 annual report under this heading continue to be relevant. Indeed, the demise of the Wabasca Desmarais society has been attributed in this report to two factors: (a) the society's inability to build a cohesive leadership team, and (b) community conflict and preoccupation with other concerns. Because of internal turmoil within the community it was impossible for project leaders to recruit a stable board to administer the affairs of the Education North society.

The experience in Wabasca-Desmarais this past year leads to two further lines of thought: first, that a certain minimum degree of community support is necessary as a pre-condition for programs such as Education North; and second, that certain strategic alternatives may be more viable than the society-managed program approach in situations such as Wabasca-Desmarais.

The project strategy with its sharply defined focus, staff initiative, and highly structured involvement of community members might have worked where the chosen approach did not. The pluralistic funding strategy would also be an alternative worth considering in a situation riddled by conflict.

The Future of Education North

It is in the very nature of pilot projects such as Education North, which are designed to operate for a fixed period of time in order to test strategies for providing services to people, to create a "succession" issue in the minds of the persons who have taken on leadership responsibilities in the pilot project.. In other words, a concern develops about what type of service or structure will replace the pilot project after it is terminated. This issue becomes a major one when the pilot project has touched the lives of many people in a significant way, or when there has been a major input of financial or material resources into the community. Both of these conditions exist in most of the Education North societies.

As viable organizations to operate successful programs through the use of volunteers are created, a strong commitment to the organization and its goals develops in the minds of many people. Most Education North societies have been able to develop this type of commitment. Consequently, the members do not want to see the societies they have worked so hard to develop and nurture come to an end.

In addition, Education North has given employment to some people and significant new leadership roles to others. The termination of the society they fear would disrupt this new found meaning which has come into their lives. They also regret the termination of programs which the influx of significant amounts of money has made possible.

During the first year of the project this issue did not surface; however, in many of the interviews held during the second year deep concern was expressed over the future of the project. In several cases the evaluators were subjected to mild political pressure designed to convince them that the project was very successful and that it should be continued and financed on a permanent basis.

Education North was designed to test a particular strategy for improving school-community relationships and developing community leadership capabilities, and, as a consequence of these, the educational experiences of people in small northern communities. It is the intent of the project sponsors to use the results of the pilot project to design a longer term program with objectives similar to those of Education North. This intent is not to be understood, however, as a guarantee that the present local Education North societies will continue to receive financial assistance or consultative services. The history of pilot projects such as Education North reveals that during their later stages the energies of the participants are often diverted away from the project goals and toward activities, often of a political nature, designed to ensure the continuance of the

project or at least to have it replaced by another program. Unless steps are taken to clear up the uncertainties about the future it is likely that a similar diversion of energies will occur in many of the Education North societies.

* * *

APPENDICES

APPENDIX A

INTERVIEW SCHEDULES

Education North - Evaluation

Interview Schedule - 1980 - 1981

A) Provincial Participants

1. At this stage in the development of Education North

   - what, in your view, are the major problems facing the project?

   - are these different from those facing the project last year?

2. What are the major strengths you see developing in the project?

   - are these different from those you may have identified last year?

3. What, if anything, should be done to address the problems faced by the project, and to maximize its strengths?

4. Looking ahead to the planned conclusion of the project in 1982, do you have any thoughts at this time as to what, if any, next steps should be taken. (eg: extension of the project for another year; changing the project to program status and extending it to all Alberta, or at least to northern Alberta; modifying the nature of the program before extending, or end the project)?

Education North - Evaluation

Interview Schedule - 1980 - 1981

B) Superintendents and Principals

1. How has the society in your area been functioning since our last interview with you?
   (a) What activities are underway or planned? are any of these new since last spring? what is your system's or school's involvement in these activities?
   (b) Has there been any modifications in the society's leadership, organization, or mode of operating? how would you assess the effectiveness of these aspects of the society's operations?
   (c) What kind of linkages and relationships exist between the society and your system (school)? Have these changed over the past few months?
   (d) What kind of support does the society receive from your system (school)? Has this changed over the past few months? If yes, what were the contributing factors?
2. At this stage in the development of Education North
   - what, in your view, are the major problems facing the project?
3. What are the major strengths you see developing in the project?
   - are these different from those facing the project last year?
4. What, if anything, should be done to address the problems faced by the project, and to maximize its strengths?

5. Looking ahead to the planned conclusion of the project in 1982, do you have any thoughts at this time as to what, if any, next steps should be taken. (eg: extension of the project for another year; changing the project to program status and extending it to all Alberta, or at least to northern Alberta; modifying the nature of the program before extending, or end the project)?

Education North - Evaluation

Interview Schedule - 1980 - 1981

C) Local Society Leaders

1. How has your society been functioning since last spring?
   (a) What activities are underway or being planned? Are any of these new since last spring? Have any activities been finished or dropped? Why? Who is responsible and involved in each activity?
   (b) Has there been any modifications in the society's leadership, organization, or mode of operating? How would you assess the effectiveness of these aspects of the society's operations?
   (c) What kind of linkages and relationships exist between your society and the school system and its schools in your area? Have these changed over the past few months?
   (d) What kind of support does your society receive from the school system and its schools in your area? Has this changed over the past few months? If yes, what were the contributing factors?
2. At this stage in the development of Education North
   - what, in your view, are the major problems facing the project?
   - are these different from those facing the project last year?
3. What are the major strengths you see developing in the project?
   - are these different from those you may have identified last year?
4. What, if anything, should be done to address the problems faced by the project, and to maximize its strengths?

5. Looking ahead to the planned conclusion of the project in 1982, do you have any thoughts at this time as to what, if any, next steps should be taken. (eg: extension of the project for another year; changing the project to program status and extending it to all Alberta, or at least to northern Alberta; modifying the nature of the program before extending, or end the project)?

APPENDIX B

PARENT INTERVIEW

EDUCATION NORTH

Parent Interview

Interviewer _____ Parent's Name _____

School _____

Note: *Explain the purpose of the visit and express thanks for the time they're willing to give to the interview. Assure that replies are held in confidence and that there are no right or wrong answers.*

I. Communication

1. During the past school year:

	Not at all	A few times	Many times
(a) Have you asked a teacher or principal for information, advice, or help?	____	____	____
(b) Has a teacher or principal asked you for information, advice or help?	____	____	____

Discussion:

II. Involvement in school affairs

	Not at all	A few times	Many times
2. Have you taken part in any school activities in the past year? . .	_____	_____	_____

Discussion:

III. Support

	generally dislike	have not minded school	very fond of school
3. By and large do your children like school?	_____	_____	_____
4. Do you think it's important for your children to attend and complete high school? .	No _____	Not sure _____	very definitely _____
5. Do you think it's important for your children to attend school regularly?	No _____	Not sure _____	very definitely _____
6. During the past year have you had occasion to disagree with either a teacher or the school?	No _____	A few times _____	frequently _____

Discussion:

Discussion Continued :

IV. Relevance

7. Are you satisfied with what your children study in school?	No	Somewhat	Yes
	____	_____	_____
8. To what extent should the school program emphasize the cultures and characteristics of the local community? . .	Not at all	Limited extent	Large extent
	____	_____	_____

Discussion:

V. Influence

	Not at all	Limited extent	A great deal
9. To what extent do you feel you can influence what goes on in the school?	_____	_____	_____

Discussion:

VI. Satisfaction

	No	Not always	Yes
10. Do you feel that your children are treated well by the school staff?	_____	_____	_____

	No	To some extent	Yes
11. Do you feel that the teachers understand your community and its needs?	_____	_____	_____

	Very poor	Lukewarm	Very good
12. Do you think there is a good relationship between the school and the community? . .	_____	_____	_____

Discussion:

VII. Involvement in community affairs

	Yes	No
13. Would you like to know your child's teachers better?	____	____
14. Do you take part in community activities?	____	____
15. Do you belong to any community organizations?	____	____
16. Do you hold any executive position in any of these organizations?	____	____
17. Have you started or organized any community activity or project?	____	____

Please use the following space to express any comments that you may have;

APPENDIX C

TEACHERS' QUESTIONNAIRE

EDUCATION NORTH

Teachers' Questionnaire

Dear Teacher,

In attempting to determine whether or not Ed. N. is meeting its objectives, the team contracted to evaluate the project is interested in finding out what the present perceptions of teachers and parents are regarding the communication links and relationships between the schools and the communities they serve. This questionnaire will hopefully provide us with an indication of teacher perceptions on these topics.

This questionnaire has two purposes. The first is to try to assess the satisfaction of the teachers with their school operation in general but particularly with the relationship between the school and the community. The second purpose is to obtain information regarding the amount and type of communication between the school and the community.

We would like to thank you in advance for taking the time to complete this short questionnaire. We would like to assure you that the information you provide will be treated with complete confidence: we guarantee the anonymity of each individual completing the questionnaire. While it is important for us to be able to identify particular schools, this information will be seen only by the evaluation team members who will aggregate it for the purposes of preparing a report dealing with all of Education North.

When you have completed the questionnaire would you please seal it in the envelope provided and return it to the school office or according to whatever other instructions you may be given.

Thank you once again.

E.J. Ingram

R.G. McIntosh

University Evaluation Team

EJI/sl
RGMc/sl

School: *_____

SATISFACTION

On a Scale of 1-5 where 1 is very low and 5 is very high, how satisfied are you with each of the following: (check the appropriate response)

		Very Low 1	2	3	4	Very High 5
1.	Your school in general	—	—	—	—	—
2.	The suitability of the curriculum for the needs of the students.	—	—	—	—	—
3.	The interest shown by the students in their school work.	—	—	—	—	—
4.	The support parents give the schools, e.g. encouragement given children to persist in their studies	—	—	—	—	—
5.	The support teachers give the community	—	—	—	—	—
6.	Living in this community	—	—	—	—	—
7.	Your understanding of the community. .	—	—	—	—	—
8.	Student behaviour in the school. .	—	—	—	—	—
9.	The overall school/community relationship	—	—	—	—	—
10.	Students' attendance.	—	—	—	—	—
11.	Students' punctuality	—	—	—	—	—
12.	Students' progress in their studies . .	—	—	—	—	—
13.	The amount of local material in the curriculum	—	—	—	—	—
14.	Parents' attendance at school initiated activities	—	—	—	—	—
15.	Students' initiative and motivation to do well in school.	—	—	—	—	—

COMMUNICATION

How frequently during the present school year have you:

	Not at all	Rarely	Often
16. Received phone calls from parents about school matters.	___	___	___
17. Received letters or notes from parents regarding school matters	___	___	___
18. Had parents visit your classroom at your invitation	___	___	___
19. Had parents visit your classroom uninvited.	___	___	___
20. Discussed childrens' work with parents.	___	___	___
21. Had parents make suggestions about the school program . .	___	___	___
22. Participated in community activities outside the school.	___	___	___
23. Had parent volunteers assisting you in the school	___	___	___
24. Had parent volunteers on field trips.	___	___	___
25. Received parent requests for advice on school matters . .	___	___	___
26. Had problems with parents on school related matters . . .	___	___	___
27. Visited students' homes. . .	___	___	___

APPENDIX D

LIST OF PERSONS INTERVIEWED

EDUCATION NORTH

List of Persons Interviewed

1. Provincial Participants

Janice Dean, Assistant Coordinator, Education North

Lloyd Deutscher, Minister's Advisory Committee

Mel Fenske, Director, Planning and Research, Alberta Education

Lorna Ferguson, Minister's Advisory Committee

Ron Harrison, Minister's Advisory Committee

Ray LaFleur, Chairman, Evaluation Steering Committee

Ike Lawrence, Minister's Advisory Committee

Harry Sherk, Chairman, Minister's Advisory Committee

John Wodak, Minister's Advisory Committee

Dave Young, Coordinator, Education North

2. School Superintendents

René Anctil, High Prairie School Division

Lloyd Deutscher, Lac La Biche Division

Ed Holt, Fort Vermilion School Division

3. School Principals

*Fort Vermilion School Division

Lou Brosha, Fort Vermilion Public School

Wilf Dalton, Fort Vermilion Public School

*Fort Vermilion Separate School District

Paul McKenna, St. Mary's School, Fort Vermilion

*High Prairie School Division

Lorelli Barbutza, E.H. Schurter Elementary School, Slave Lake

Barry Stangeland, Roland Michener High School, Slave Lake

Allan Wahlstrom, E.G. Wahlstrom School, Slave Lake

Dennis Woodard, E.G. Wahlstrom School, Slave Lake

*Lac La Biche School Division

Archie Girard, Plamondon School

Peter Kirylchuk, J.A. Williams High School, Lac La Biche

Scott McCullough, Wandering River School

*Northland School Division

Dan Sharon, Fort Chipewyan School

Jack Sullivan, Atikameg School

4. Local Society Leaders

*Atikameg

Mabel Grey

Russell Grey

*Lac La Biche

Helen Belcher, Plamondon

Emilie Chevingny, Plamondon

Christine Contant, Plamondon

Phil Coutney, Coordinator

Vivian Leach, Wandering River

Sandy Legare, Wandering River

Dorothy Lloyd, Plamondon

Theresa Patenaude, Caslan

Marvin Piochan, Caslan

Carol Plamondon, Plamondon

Emily St. Jean, Wandering River

Marge Shelast, Caslan

Rick Sloan, Past President

Helen Smith, Wandering River

Denise Wayne, Rich Lake

Glen Zacharuk, President

*Little Red River

Steve Walker

Ian Sewall

*Slave Lake

Denise Duprés

Bob Harrold

Roland Lang

Madge McRee

*Fort Chipewyan

Maureen Clarke, President

Lloyd Cuilbault

Robina Polet

Grace Thacker

Helen Ulep

*Fort Vermilion

Marc Beland

Gerri Fletcher

Dave Hopley

Ida McLean

Barb Mercredi